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The AMERICAN TEACHER

NEW YORK
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WHY JOIN?

In every organized calling there are to be found individuals who hold aloof from their fellows and refuse to lend their aid to joint efforts to improve the conditions and status of their work. It is to be noted, however, that these same individuals are in nowise reluctant to accept the benefits which have been gained through the sacrifices of others. Absent at ploughing and seed-time they are in full evidence at harvest. Such are those who never supported the National Union of Teachers in the difficult years but are now contentedly enjoying the improved salaries or pensions which the Union did so much to obtain. Selfishness masquerading as wise caution has impeded many wholesome enterprises, and there are some qualified teachers who refrain from becoming Registered because they do not see any immediate gain to themselves. This aloofness marks them as being deficient in the kind of magnanimous professional spirit which is essential to the welfare of their calling, but they have no excuse for being ignorant of the Registration movement.

Secretary, Royal Society of Teachers.

*—From The London Teacher
for December 12, 1930.*

Organ of the American Federation of Teachers

FEBRUARY, 1931

VOL. XV. No. 5

Liberal-Constructive-Impartial

THE publications of the Civic Education Service should commend themselves to members of the American Federation of Teachers, because they interpret the developments of the day in such a way as to encourage independent thinking. They are thoroughly democratic in spirit, scholarly in tone and simple in style. They are recommended by Federation leaders. Many members use these publications in their classes.

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Civic Education Service

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Volume XIV, No. 5

FEBRUARY, 1931

Two Dollars a Year

What Does It Profit a Union?

By Joseph Jablonower, First Vice-President, Local 5, New York

Unions are more than forms of organization. They are organisms. Unions undergo change. They cannot be made to stay put. Sometimes the changes in the organizations are willed by the constituents. Often the constituents discover after a period that organizations have changed in a manner not anticipated by them. The organizations just "get that way." They drift unless they are directed.

Our teachers' unions and our American Federation of Teachers have shown that they are not immune from the tendency to drift in directions that were not originally and that are not now definitely contemplated by the membership. For good or ill, the organizations have taken a direction which should at least be understood, in order that we know whether we want to continue in the course, or change, if we can, the line of motion.

I see three aspects of this drift, and of these I wish to treat here briefly.

1. The leadership is moving away from the rank and file. Through practice in organizing and leading, certain persons develop a skill and a technique that make them almost indispensable in the organization and that have the effect of making the rank and file acquiesce in the work of the leaders. Persons in leadership and in the ranks forget, if they ever analyze their experience at all, that the skill of the leaders is acquired at great expense, in trial and error, the expense being borne by all of the members in the organization, and that not infrequently it has been a matter of chance as to which among the possible agents are to be entrusted with the destinies of the organization.

The leaders are in danger of becoming technicians in manipulating their organizations. The rank and file are in danger of learning to accept, more or less gratefully, the "concessions" or

"doles" that are wrested in their behalf from school administrations and from boards of education. This state of things is accompanied by two very unfortunate by-products: first, that the organization will not attract to itself a growing membership because it is not calling people to action, and second, that those who do join the organization because only of the practical benefits which it promises, do so in the same sterile spirit in which they would take out a policy with a sound insurance company. In such cases the organization loses its creative possibilities even though it may show growth in numbers. Its initial purpose to act as a leaven in the educational world and in society goes by the board.

2. The organizations are becoming "practical." The tendency to place the getting of immediate results before all else leads individuals and groups to discard the idealism that is the promise of their youth for what may prove to be a sorry mess of pottage. Practical achievements tempt because they are tangible. The vocabulary of idealism is particularly suspect now, in this day of human engineering and measuring. We will not be called visionaries, so we divest ourselves of vision. We investigate physical conditions in school, methods of rating teachers, resources for financing schools, pension funds, and the like, and call it a day.

It is questionable whether such practical questions are avoidable or whether they should be avoided. It is certain, however, that once launched on such work the organizations are in danger of becoming completely absorbed in it, to the exclusion of the more fundamental tasks to which the unions have initially dedicated themselves: working out values in education, and achieving, as teachers, a place for the profession in the larger social efforts at revaluing and re-

making present social relations. It is Professor Dewey (we in the union movement quote him frequently and fondly) who sees as the distinct function of teachers' unions the emphasis which they can place on professional standards, professional rights, professional obligations. He sees it as the legitimate function of the other types of organization to consider specific problems of pedagogic and administrative devices.

3. Finally, we are giving hostages to the *status quo*. It is reasonable that in efforts to achieve practical reforms and to obtain tangible results, officers and administrators of organizations collaborate with officials of school systems. It is well that they do so. Such collaboration reveals to each side the point of view of the other and develops in each an understanding of the whole of the problem on which it is working. But collaboration does not always stop at this point. One of our locals is now on the rocks because, in part, at least, its officers fraternized with city officials, with whom, as the event proved, to fraternize was to stoop too low, no matter how great the gain. Methods cannot be divorced from their consequences on the very people who employ them. The end, to gain which, calls for means that degrade the individual or organization that seeks it is an end that is unworthy.

Progressive education emphasizes the educational value of the activity, and assigns only secondary place to the product of the activity. This

it does because it gives thought to the transforming effect of the activity on the agent himself. It is no less true in adult life and in the work of teachers' unions. However desirable the end we seek to achieve in the way of school organization and teacher status, we must work toward that end on high ground. And those whose aid we seek in this endeavor can be permitted to give it to us only on the same high ground. We cannot afford to accept any measure from administrative forces as a concession or in trade. To do so is to give hostage to reaction. We can afford to give nothing in exchange. We can continue to give only as we have given in the past: our best thought toward working out ideals in education and in the common life, and our best energy toward quickening the social consciousness in order that these ideals may be approximated.

We must reconcile ourselves to a slow process. To attempt to purchase quick results would be to betray ourselves into hands of the forces that we have reason to fear and to combat. The only sure way of organic growth is the way that leads us to give thought continuously to the needs of the classroom teacher in his capacity as a worker with children and as a worker among workers; the way that leads us to work out cooperatively the ends towards which the teacher shall do his work as teacher; the way that leads us to achieve for the teaching profession a place among the creative forces that are making for right relations among men.

The Legislative Program of Local 5, New York

By A. Lefkowitz, Representative

General activity based upon a social program is indispensable to successful teacher unionism. One aspect of the manifold activity of Local 5, New York, is its legislative work. From the positive viewpoint, the union seeks to enact legislation not only to further the pension, salary and working interests of teachers, but especially to make the schools function more efficiently as social agencies. Negatively, the union seeks to achieve these ends by seeking to prevent the enactment of legislation inimical to public education and to the best interests of the teachers. What is the program of Local 5 for the legislative session of 1931?

In order to advance the pension rights and interests of the teachers, Local 5 is preparing to take an active interest in furthering the passage of amendments to the pension law. These amendments will enable the Teachers Retirement Board to grant teachers seeking retirement, credit for trade, business or other non-teaching experiences. Another will make it possible for teachers to retire after 30 years of service with a pension based upon a fractional basis such as 30-35 or 32-35 of their service retirement instead of an actuarial equivalent which is much smaller. Still another amendment will make it possible for teachers to borrow from the Annuity Savings

Fund at the rate of 6% instead of having to secure two indorsers as well as paying a heavy tribute to the loan sharks.

To minimize as far as possible the decline in teacher morale due to ever increasing interference in educational affairs by local politicians or to the failure of local educational administrators to advance outstanding educational leaders, the union will advocate again the enactment of legislation to provide for the establishment of a merit system for all exempt positions below that of associate superintendent; that is, district superintendents, principals of high schools, training schools, and continuation schools, directors and assistant directors. In order that educational responsibility may be centralized, it is proposed in another bill to make the Board of Superintendents an advisory body to the Superintendent of Schools, upon whom all educational responsibility is to be centered, just as executive responsibility is lodged in the President of the United States.

At the present time every locality in the state receives an educational quota from the state department of education based upon population, assessed valuation of land, and upon the average daily attendance as well as upon the number of teachers employed, exclusive of the kindergarten teachers. To encourage the establishment of kindergartens throughout the state, the Union will support a bill to put the kindergarten teachers under the state equalization law. Should this amendment to the educational law be approved, every locality will receive a state appropriation equivalent to about \$1,200 per teacher. New York City will receive from the New York State Department of Education a total quota of over \$45,000,000 for support of its schools for the year 1931.

From the negative side, the legislative program of Local 5 is quite simple; opposition to all legislation which may undermine (a) the continuation schools, (b) the power of the Retirement Board on which teachers are represented or (c) the state tenure law, and to legislation which is based upon sex discrimination, such as the exclusion of married women from teaching positions. For the past few years the legislature has been flooded with bills to undermine the continuation school law by proposing to reduce the age limit from 17 to 16, by substituting evening school attendance for attendance at continuation

school, or by providing for enumerated exemptions. All such efforts have thus far been defeated through Labor's united opposition.

For the first time in years a serious attempt is being made by several N. E. A. educational leaders in our New York State Teachers Association, to undermine the state tenure law. They plan to do this by modifying our tenure law to provide for star chamber trials, by limiting tenure to ten year periods after which each teacher becomes a probationer again, and by providing that after thirty-five years of service teachers may continue to teach *only at the pleasure of the Board of Education*. To make these menacing amendments palatable to the teachers, the Associated School Boards and Trustees and their allied groups propose to make them operative only for future entrants.

What an unprofessional attempt to bribe present teachers to betray other members of their profession! Should this attempt succeed, one may expect a national attack on tenure which, if successfully consummated in New York, will crush that little spark of independence which still flickers in a dozen or more educational centers of the country. With teacher enslavement assured, progressive education posited on the theory of the new social order, will no longer be possible. Education as an adventure in critical, cooperative, social thinking will be but an unrealizable dream. Our Union will fight that menace with every weapon at its command. So strong was the opposition of the rank and file members of the New York State Association that the proposed action on the tenure changes was postponed for a year.

This meagre outline of one phase of the work of Local 5 indicates the vital part activity plays in its success. Through these and other measures members of the Union and the teaching staff are enlightened. They are made to realize the social implications of the more important legislation and, in addition, have a chance to appreciate the worth and the power of the Union. And what is equally significant, our members have an opportunity to assume a share in carrying the burden of union activity in seeking to make the schools function as fitting instruments of a successful progressive social order dedicated to the service ideal.

Some Union Jobs

By Henry R. Linville, President, Local 5, New York

In these days of great social and political crises, there may be many in academic cloisters who are waiting in fear and trembling for menacing movements in their quarter. For certain good and sufficient reasons we hope that such persons may not have long to wait. Whatever happens to them, our chief concern, however, is for the great majority of teachers who wait without either fear or trembling—and also without thinking.

One of the reasons we may have for hoping inferentially that the class of cloistered pedagogues is shaken a bit with concern as a by-product of other people's activity is that teachers must learn that they cannot be *isolationists*. In fact, one of the reasons some statesmen are called *reactionaries* is because they think the old, one-track ways are good enough for them. Aside from the matter of calling names, which is liable to be offensive, it is well for us to realize that there are many instances just now in the international fields of economics and politics which illustrate our state of dependence on the situation in other lands. Unemployment is a critical condition everywhere. As a result of unemployment there is social unrest also everywhere, which points up in difficult political situations, bordering on the threatened downfall of governments, or in the defeat of some political parties, and in the success or sudden growth of others.

It can hardly be outside the ken of teachers in most enlightened centers that the economic depression in Germany has brought into the range of probabilities another war menace through the sudden growth of Fascism in that unhappy country. Should we worry? Yes, because in 1916 we elected a President for having kept us out of war and in 1917 we sent boys to prison who did not want to go into the trenches. How many teachers have wondered how America would line up in the event of a world conflict between Fascism and some other political force? It is worth thinking about, because American education did not have much to say in the World War, and did nothing to prevent it. Some would say that these matters are outside the range of concern of

teachers. If that is so, then education itself is on the sidelines.

If these world-pressure seem to affect other persons and social functions—not teachers and education—what then can we say of the widespread misery that prevails before our eyes, and stretches out interminably in the bread-lines of New York, Chicago, Philadelphia and elsewhere throughout the country? By saying and acting as if we can do nothing about it, except to give a few dollars, under pressure, or even willingly, as "relief," we are aligning ourselves with others who have "vested interests" in the *status quo*. In fact, it may be accepted as evidence that we belong with the vested interests if we sit in our cloistered shadows, do no thinking, and propose no program by which a way might be shown through education and through intelligent co-operation with other forces something of what may be done to control unemployment at its source. If we do nothing but seek our ease and keep free from the taint of "bolshevism," we shall be able to protect our vested interests—until they may not be worth protecting.

Obviously, what we need is a well-organized plan of social education for teachers, for those in training as well as for those in service. Even if a local teachers' union limits its purposes to advancing the economic and professional interests of its members, a place could be found for a program of developing some form of social consciousness among its members.

Outside the realm of economic and social factors that are constantly influencing education and creating situations that call for thought on the part of teachers, there are the school systems themselves which need to be kept under observation. Any teachers' union that interprets its duty to its members as getting promotions for them is liable to be overlooking its own social job. If politics menaces the school system, whether by withholding financial support, or by filling positions with its henchmen, a teachers' union may be the only force in a community that is free to act, and can act through intelligent leadership. If the superintendents and the principals cling

to an ineffective rating system or to an antiquated course of study, the teachers' union should still be vital enough to advocate the abolition of the rating system, or to propose a modern course of study. If a company union of teachers in a community is engaged in the unprofessional conduct of "buying" favorable legislation by trading votes, or by paying cash to political leaders, or in other ways setting up unprofessional stand-

ards, it is the plain duty of teachers' unions to express their disapproval in positive terms.

A teachers' union that does nothing to interest teachers in social situations, or takes a feeble stand on issues such as those that have been mentioned, or no stand at all, is not a teachers' union. It should change its name, and be known for what it really is—a company union.

Trade Teachers of New York

By Paul Augustine, Secretary, New York Vocational Teachers' Council, Local 24

The New York Vocational Teachers' Council, Local 24 of the American Federation of Teachers, is made up of the trade teachers assigned to the shops in the Elementary Schools, Industrial High Schools and Part-Time Continuation Schools of New York City. It was organized February, 1915, and joined the Federation May 20th, 1918. At the very outset the members of this local were confronted with a number of very serious problems due to lack of understanding on the part of the school authorities concerning the type of men and women who were entering the teaching profession from industrial life. Their problems were further intensified by their own unfamiliarity with the environment into which they were thrust and the many years of academic tradition which had grown up with the profession of teaching.

In spite of the fact that many liberal minded teachers welcomed the newcomer with the open hand of greeting and helpfulness and saw the need for the new education, many considered the trade teacher an intruder who would never be able to accustom himself to school work or school atmosphere. Yet with all the handicaps that came from the absence of high school and college preparation these teachers have survived and have helped lay the foundation of a system of training which will supply better equipped and more efficient trade teachers for our industrial schools of the future.

At first trade teachers had to work on a per diem wage basis since no salary schedules were provided. It required two years of work on the part of The Council to convince the school authorities of the injustice of this system and to obtain salary schedules commensurate with the teaching service rendered.

In addition the hours of trade teachers were increased so that they were on duty more hours per day than other teachers. That program worked for a time in both the elementary and vocational schools until the protests and appeals of The Council for uniformity of programs eliminated the discrimination against the trade teachers. In the vocational schools (Industrial High Schools) the trade teachers were required to teach during July while the remainder of the teaching corps was on vacation. The Council again, after several years of negotiation, secured the elimination of the July teaching program.

The greatest injustice of all was that which provided a separate and lower salary for women teachers in trade schools for girls, notwithstanding the state law requiring that there be no discrimination in salary on account of sex. Two appeals were made before the State Commissioner seeking to eliminate this injustice, but in each case the right to equal pay was denied with technical explanations. Owing to the persistence of the Vocational Teachers' Council and of Dr. Joseph M. Sheehan, a member of the Board of Superintendents who had the courage to strive for fair play, the Board of Education has now made provision to pay the women teachers the same salary which is provided for men teachers.

Thus the long line of inequalities and handicaps with which trade teachers were confronted when they entered the system have been wiped out. The trade teachers of New York City are now on a basis of professional equality with all teachers regardless of the subject taught. Other forms of discrimination may from time to time crop up but The Council will meet these as they present themselves. The new year points to a period of teaching without apprehension or worry.

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The Stretch-out System in Education

Reports are coming in from the industrial world, of employers in utilities, banks, department stores and the like, who are using the business depression as an excuse to make reductions in their working force, and increasing the work of the employes retained. Whether the investigations promised will reveal these stories to be fiction or fact, something very like it is fact in many school systems.

In some communities the "stretch out" system has been in use in the schools for years. The number of pupils per teacher has been increased, gradually but continuously. One or two more in a room won't make any difference. Next term one or two more! Until personal knowledge, sympathetic understanding and skillful handling of the forty to fifty differing natures and minds are an impossibility to the overburdened teacher.

Teacher training schools turn out their graduates who have entered the training course believing their services as teachers would be needed. They are. But the stretch out system is applied Voila! There is an oversupply of teachers! This surplus can be, and probably is used to depress salaries, and to stop demands for better conditions. We well remember when a protest against an intolerably heavy program brought the cool response "we have a thousand applications on file in the office."

In the industrial world we may hope these conditions of simultaneous unemployment and over employment may be temporary. At the worst only the worker and inanimate products suffer. How tragically different in the schools! Here the consequences of strain on the teachers may be almost ignored so much more serious are the effects on the children. Cheated in their rights to a chance for adequate development this year, no future year can make it up to them. Psychologists tell us that for a child it is indeed true "I shall not pass again this way." He takes this year that for which his nature is ready. Let the time pass without opportunity for this development for which he is ripe, and no future time can give him just that. When he is ten he cannot go back and get what he missed when he was eight. Many teachers know this and the realization of how far they are failing in adequate care of the children constitutes the greatest burden in their overload.

Let no one, teacher, school official or tax paying citizen, deem that the teachers' fight against overcrowding is a selfish one. It is a fight that they must make, because they are the ones who best know the conditions and their disastrous effects. The future of the nation itself must suffer if they fail in this obligation.

Married Women Teachers

In connection with the unemployment problem and the oversupply of teachers we have the question arising again with greater force and extent, "Shall married women be employed as teachers?"

Detroit, Michigan, settled this question last spring on the basis of teaching efficiency and the capable married woman teacher in Detroit does not make way for the inexperienced unmarried young woman at a very appreciable cost to the child. In Indiana, on the other hand, 85% of the towns bar married women from teaching positions in the public schools. Its neighboring state Ohio is agitated as to whether it shall follow Indiana's example. These are but examples that show the general trend.

Very recently in Portland, Oregon, an effort to remove the married women teachers from their positions was defeated, largely through the active opposition of the teachers. Since under the Oregon tenure law it was impossible to dismiss them, that having been decided by the state supreme court several years ago, the Board of Education sought unsuccessfully to pass a resolution to request married women to resign.

The position on this matter of the American Federation of Teachers, that is that teaching efficiency shall be the basis of teacher tenure and that there shall be no discrimination against any teacher on account of sex, race, religion or *social status*, was ably and effectively advanced. The Portland Teachers Union, Local 111, put up a vigorous fight against this attempt to undermine the Oregon Tenure Law and to inflict an injustice on a certain group.

The Portland press in part upheld the position of the teachers. The Portland Telegram on December 15, 1930 published the following editorial, which reads much like a resolution of the American Federation of Teachers:

Protect the Schools

With an admirable sense of professional pride,

the teachers of Portland protest against any action by the school board that would lower educational standards raised by a century of effort. They voice their disapproval of the proposed plan for dropping married teachers from the payroll and giving their places to women who are without other means of support.

In other words, the teachers hold, as all thoughtful persons must, that the schools exist only for the benefit of the child. Their purpose is not to provide genteel employment for unattached females, as did the "dame schools" of old England.

In the interests of the child, the teacher must be a person trained for the work she is to do. After years of preparation, she must spend more years in active class room experience before she may be regarded as a thoroughly competent, high-class educator, able to handle every class room situation and give each pupil the educational opportunity that is his right.

When a woman has passed this professional apprenticeship and proved her value as a teacher, the question is not whether the teacher needs the job. It is whether the schools need that particular teacher, and this last is the only question deserving of consideration.

It would be an absurd extravagance to disorganize the teaching staff by summary changes made solely on a marital basis. It would be worse than silly to permit the hysteria of a brief period of depression to admit mistakes that would have a lasting effect on the entire structure of our public schools.

Further, such a reactionary program must rightly be regarded as an offense to modern womanhood which everywhere demands the right to individuality. The woman who chooses to perfect herself for work in any field is entitled to the same pride in her performance, the same security of position and the same hope of advancement as a man would have under like circumstances.

Friends or Foes?

From time to time there may have been noticed in labor publications the sort of thing called "sniping" at liberals outside labor circles who in one way or another have tried to do something to help labor win its battles. Curiously enough this "sniping," or worse, has been participated in by representatives of the conservative forces in labor, as well as by "red" groups. It seems to us that both participants to this form of intolerance would do well to estimate the value of the service offered by liberals rather than to condemn motives out of hand.

Some labor journals have been trying recently to discredit the effort of the American Civil

Liberties Union to aid in the fight to limit the power of Federal courts in issuing labor injunctions. It would appear that labor needs no help. But were this true, the power of the employers to defeat labor through the injunction would have been broken long ago.

It appears to us that the National Committee on Labor Injunctions, recently organized by the American Civil Liberties Union should function effectively in the fight that must be made to free labor from judicial oppression. One of the most distinguished and liberal of jurists, former Federal Judge Charles F. Amidon, of North Dakota is Chairman of the Committee and four hundred other liberal citizens from legal, academic, civic and labor circles are members.

A. F. T. and the Illiteracy Problem

The fourteenth annual convention of the American Federation of Teachers in July, 1930, took the following position on the question of illiteracy.

First, by arousing public opinion and in any other way, we seek to have the United States Census Bureau definition of literacy changed.

Second, we seek to have this campaign for literacy conducted not by private funds but by public funds, and inasmuch as the states which have the greatest number of illiterates have the weakest financial system, we hold that it is necessary that the Federal Government help fight this disease as it helps to fight other diseases.

The United States government, quite apart from the appropriation for the standing army, appropriates \$31,000,000 a year for the National Guard. Can there be any better national guard than an intelligent citizenry? Are we not justified in asking some appropriation for an intelligent citizenry? The United States government appropriates \$8,800,000 a year to fight pig cholera. Are not American citizens worth at least as much trouble and expense as pigs?

The American Federation of Labor Convention in October passed a resolution introduced by A. F. T. declaring for a standard equivalent to that reached by fourth grade children in the elementary schools and asking that this standard be adopted by the Federal Government, and used in census enumerating and in other situations where literacy tests are required.

The George-Hammer bill, providing for an appropriation of \$1,000,000 annually for this work of combatting illiteracy and leaving the administration of the funds entirely to the states, has been introduced into Congress at our request. The American Federation of Teachers urges the active assistance of all its members and friends in educating the members of Congress to the need of the passage of this legislation.

Teachers' Own Insurance Company

Does it seem a wild and visionary idea for the teachers to own and manage their own insurance company, providing them with health and accident protection, death benefits for their families, a home for convalescence and rest? Don't say it can't be done, for it has been done.

The National Union of Teachers of England has its own Teachers' Provident Society with accumulated funds of \$17,500,000 and a membership of 78,000. The Society provides help during illness, a country home for rest and recuperation and death benefits. Last year over a half million dollars was expended in sickness and medical benefit. The annual report of the Society says that "the feature of the year's work in the State Section had been the extension of Golding House at Matlock and the acquirement of 'The Anchorage,' the Society's New Convalescent Home."

Mrs. Manning, president of the N. U. T., in her address to the fifty-third annual meeting of the Society, said that "in her opinion the Society was of the greatest possible value to the Union as a whole and to its individual members, and by the great successes which had been achieved through the T. P. S., the general public recognized that N. U. T. members were not solely idealists and doctrinaires, but they included men and women of great business ability."

What has been done by one Teachers Union can be done by another, can it not?

NEED THIS?

"If your nose is close to the grindstone rough,
And you hold it down there long enough,
In time you'll say there's no such thing
As brooks that babble and birds that sing;
These three will all your world compose—
Just you, the stone and your darned old nose."

Manumit School

By Sarah N. Cleghorn, Local 191

"—Primarily for workers' children." So Bill and Helen Fincke, the founders of Manumit, who had also been the founders, a few years before, of Brookwood Labor College, began the description of the community school for girls and boys of nine to fifteen, which they were about to start on their dairy farm of 177 acres, half-way between the villages of Patterson and Pawling, in Dutchess County, New York, in the fall of 1924. Manumit began with twenty-five children and ten grown-up persons, to manage the farm, the herd of fifty cows (shipping Grade A milk to New York), to cook and do the house-work for thirty-five persons, take care of the children by day and night, nurse them in sickness, and educate them in "the five fields" of natural science, social science, mathematics, arts and crafts, and the study of language and literature.

Manumit had a noble beginning. But after that brilliant first year, the founder and co-director, Bill Fincke, became ill with the malady which caused his death. Nevertheless the school has gone on seeking, without fundamental alteration, its original purpose, to serve the needs "primarily of workers' children," to unite creative study with a comradely sharing of all forms of socially necessary labor, and to explore the world, past and present, with the eyes of labor conscious of its mission to make the world juster and more fraternal.

Dr. Henry R. Linville, President of the Teachers Union of New York, was its second director, but only served a year, and that on a half time basis. Nellie M. Seeds, the present director, is serving her fourth year. Before she came, the herd of cows and much of the farm equipment were sold. Very gradually, cows are coming back to Manumit. We have at the present time a herd of seven cows and four calves, four horses, two hundred chickens, as well as a motley collection of ducks, geese, pigeons, sheep and lambs.

About fifteen acres are under intensive cultivation. The rest of the land is divided into fields of hay and alfalfa, pasture land, and one thickly wooded section. Through it all runs a lively trout stream.

I should call Manumit life an adventure in togetherness. From the rising bell at a quarter before seven to the dormitory-lights-out bell at nine in the evening, the children and teachers are educationally occupied together in one or another project—if that's an adequate name for our community undertakings. Before the academic work begins the houses must be in order—dormitories, halls, porches—the dining room and pantry—the classrooms and social rooms, must all be swept and set to rights by the children and teachers; for all grown-ups at Manumit are teachers; there are no servants here. When we meet, then, with books and pencils at a quarter to nine, we have already had a taste of that far more vital education, the realistic knowledge, the sense of human solidarity, that comes from doing necessary work in comradeship with others. How good a groundwork for intellectual acquisition!—to feel in our own bodies, and in inroads on our own time, the labor cost of daily living! This is a research in economics—this is social education.

All day long, too, the interchange of school and farm goes on. "I've got an hour more to do of my required ten hours of productive work for this week—can I work an extra hour on the fall ploughing with you, George, after my regular period of agriculture this afternoon?" asks one of the big boys. A girl brings in the carrots, the late celery, for the salad for supper: a boy and girl drive up the road to harvest the neighbor's apples that have been given to Manumit "on the trees." In a close partnership with earth we give and take bounty for labor, and literally taste the fruits of patience.

Farm life, and its beneficial effects upon children, have long been appreciated by educators. They know how resourceful a farm-reared child becomes from being compelled by circumstances to adjust himself to a set of complex and varied situations, to acquire a number of skills, and absorb a store of knowledge, in "learning by doing." We look back with pedagogical wistfulness to the pioneer homes, dependent as they were upon their own crafts for the necessities of life. How few children now have the advantage of such an earth-rooted life! Manumit does actually combine many rich possibilities of a pio-

neer farm home; and it is gradually working out a program which will use the farm activities more and more for the children's educational needs.

In this connection let me say a word about animals. For the horses and cows at Manumit, the two or three sheep and yearling lambs, the chickens, cats and dogs, are perhaps of all things here the most influential. That world-redeeming instinct, the protective, here finds nurture and growth, toward what may prove a high social value.

At community meeting on Sundays, questions of mutual bearing are discussed by all of us together. Is it that someone has been sliding down the haystacks in late November, when rain and snow might ruin the exposed hay? The farmer brings it up before the meeting, and the community begins to fix responsibility, and devise safeguards for the hay. "Who slid down the haystacks?" Half a dozen hands go up. "But perhaps you younger children didn't know how expensive hay is?" Derisive laughter runs round the room. Who at Manumit wouldn't know the price of hay? The community votes that future slides will cost a dollar apiece.

Coming into the classrooms, after seeing some of the rich education that surrounds the classrooms at Manumit, we find that some of the classroom work is already done. Nadya and Molly have made clear, wise and spirited speeches in community meeting; not thinking of "oral English," they have been creating a high quality of it for themselves and others. Irving and Byron and Sam have been conducting scientific research; they have compared the value of milking machines, and grazing fodder. The children as a body have met civic problems and constructed civic plans; without suspecting it they have been studying civics.

Now in the classroom we find, perhaps, that the members of eighth grade, who yesterday spent their period on grammar, are having a "poetry party." They are hunting in anthologies, asking "Can I read three? Can I read four?" The ninth grade are in the science room, studying the effect of light on growth. The tenth grade history class is discussing the French Revolution and comparing its importance from a world point of view with the Industrial Revolution, the American Revolution, and the Russian Revolu-

tion. All of the children, without question put the Industrial Revolution first in importance. The seventh graders may be doing straight arithmetic, or perhaps this is their prized period for art, and perhaps they are finishing their batik scarfs for the Manumit exhibition and sale at the Civic Club in New York. And the Youngers, leaving the pictorial map and sand pile surveying on which they have just been at work, are perhaps running over the bridge from the Cottage, to take their rhythemics. Visitors at Manumit should always see our children dance interpretatively, or hear them sing together. Music is always the best-loved-by-the-largest-number study.

But what does Manumit do, and what can it say, about that old difficulty of teachers, "How to encourage the creative activities of children, and yet meet the set requirements of educational authorities, and rigid examinations of the old informational kind?" Like yourselves, fellow teachers, we have to compromise. The children must make their grades, they must not be penalized, by "losing a year," if their parents' all-too-slender purses cannot keep them at Manumit next year, even at Manumit's low trade-union rates. Fortunately what creative teaching we can give them does sometimes (as you yourselves doubtless find) help and not hinder in the set memorizing, the fixed items of information, etc. And our old teachers, with whom the former pupils correspond, are always reassured about these questions, by finding how well, after one, two or three years of free and varied education like ours, the boys and girls "fit into" the formal schools in the "world outside." Only—along with pride in the children's adequacy, we must cherish still more the hope that they will not forget to change and humanize that world outside, however well able they find themselves to cope with it!

YALE LOCAL 204

Yale Local met this week with Mrs. Hanson of the National Office. Our membership is slowly but steadily increasing. We hope soon to hold a large open meeting with Professor John Dewey. We send greetings to all other locals. Our Federation must grow until it embraces every teacher in America.

JEROME DAVIS, *Secretary.*

Buffalo Industrial Teachers' Association

Local 39

THE TEACHER AND THE UNION

By Lyman B. Fisher, Local 39

The first trade unions were formed in England and were contrary to law. In 1871 these trade unions received legal recognition in England.

In the United States the first trade union was formed in New York City, in 1802. The American Federation of Labor was formed in 1881, and now has a membership of over 3,000,000. To this, will very likely be added the membership of the Railroad Brotherhoods, as plans are now under way to bring them into the American Federation of Labor's fold.

The protest of a single worker against wrong conditions in his or her work is usually of no avail, therefore a united body must be formed.

Teachers as a body do not realize the benefits that do or may come to them by affiliation with Organized Labor. There is no surer way to come in close contact with the public. Education is a public enterprise. In times when teachers want the backing of the general workers to put over a special bit of legislation there is no way except through the local labor council. This is a proven fact. Through the labor council the backing of thousands of outside workers may be obtained.

It is sometimes the complaint of persons outside of organizations or of those who do not regularly attend meetings, that they do not like the way things are run. The proper procedure in that case is to attend meetings and take an active part. I have never attended a meeting where any special clique ran things to suit themselves. Those doing the work were members who had the far-sightedness to labor for the benefit of all.

To these critically-minded people I should like to repeat this advice.

Those who are too busy to protect their own interests may soon find they have no interests to protect.

TEACHERS' EMERGENCY RELIEF FUND

A considerable amount of money has been voluntarily contributed by Buffalo teachers from all public schools to a school children's relief

fund. This money, amounting to about \$16,000, has been paid into the treasury of the Buffalo Federation of Educational Associations.

The funds are to be used as follows:

1. Every cent is to be used for our own school children, not a penny for administration. All the work will be done by unpaid workers from our own ranks and whatever money is needed for postage, printing, etc., will be paid from the Federation Treasury.

2. Each school is to be the judge of its own needs and disposition of money from the emergency fund.

3. Units of \$20.00 may be had as often as needed, bearing in mind that the money is to be used for food and clothing for needy school children only.

4. None of this money should be used to relieve home conditions. Family relief should be taken care of in another way, namely, through the Council of Social Agencies.

5. Such children as will probably be in positive need of food during the holidays should be reported to the Social Agencies.

6. Too much publicity within the school or district might encourage abuse or cause a great deal of embarrassment for the relief committee through petitions for aid over and above what the plan contemplates. Wisdom would seem to indicate that extension of relief should be done quietly.

7. The principal of Opportunity School can supply boys' shoes at low cost.

VISUAL INSTRUCTION IN VOCATIONAL CLASSES

By Allan Nicol, Local 39

Visual Instruction is not a separate subject, but, rather, is the adaptation of any of the many visual devices to the improvement of the teaching unit. Visual Instruction is built up on the assumption that word calling makes for different mental pictures in the eyes of the various individuals in the class. That these mental pictures are the result of previous experience. If the child has not experienced the thing there is no reaction that will result in this mental picture.

When a pupil enters a shop or drawing room

he is taught the language of the shop. This language is new to him. He must connect the written symbol, through association, with the object it stands for. This association must take place in his mind, several hundred times before he has actually mastered it and can call it his own.

The labeling or placarding of all of the objects in the room, machines, tools, special equipment, etc., for several weeks, at the beginning of the term, would aid the pupils a great deal in their efforts to learn the names of the things the teacher wishes to have them know. The bulletin board is another very excellent means of getting over very definite teaching facts to the class. The pupils should be encouraged to bring in everything relative to their work. The best should be selected by the teacher and preserved for use on the bulletin board as he covers the unit of work in his demonstration or lecture work.

Every shop and drawing room should boast of an elaborate reference library of books, pictures, catalogs, magazines, and other things which would encourage research and the building of a classroom collection of valuable objects.

In dealing with the materials and other supplies a very valuable background may be furnished the class by the use of picture material in slide and film form. Time spent in this manner is time very well spent by the shop instructor, for, after all, one of his major objectives is to furnish his pupils just as much of a background, through varied experiences, as he possibly can in the short time that he has them.

Professor Einstein in a recent press article stated very pointedly that what was needed in our schools today was more demonstration work, that the thing to be learned must be experienced, and where the school equipment does not permit of this the instructor should resort to the use of the motion picture film.

ETHEL BEERS SCHOLARSHIP

The Ethel M. Beers memorial Brookwood scholarship, established several years ago by the Chicago Federation of Women High School Teachers, is held this year by Florence Nelson, a colored dressmaker of Cleveland.

BROOKWOOD

By Helen G. Norton, Press Secretary, Local 189

Brookwood Labor College, founded coincidentally with the Workers Education Bureau, is completing its tenth year as a workers' educational institution. "Ten Years of Workers' Education—A Survey" has been appropriately chosen this year as the topic for the Washington's Birthday Conference of Teachers in Workers' Education held annually at Brookwood under the auspices of Local 189.

This conference will attempt to review and evaluate the activities of the various workers' education projects throughout the country. Questionnaires are being sent out to gather material on results and accomplishments, on policies of finance and control, on teaching methods, materials, and personnel, and on recruiting methods. Digests of these questionnaires will form the basis for discussion at the conference, and the published proceedings should furnish a valuable handbook on the trends of the workers' education movement in the country during the last decade.

About thirty teachers and other persons active in workers' education are being invited to attend the conference which will be held February 21-23.

THE MEDICAL BOARD CASE AGAIN

October 21, 1930.

Mr. George J. Ryan, President,
Board of Education, New York City.

Dear Sir:—

The Teachers' Union has occasion again to call to the attention of the Board of Education the objectionable conduct of Dr. Emil Altman, the Chief Medical Examiner of the Medical Board of the Department of Education.

You will recall the fact that in 1928 the Teachers' Union made complaint concerning the unprofessional conduct of Dr. Altman in his inhuman treatment of teachers who in the judgment of family physicians were physically unable to return to the classroom when ordered to do so by Dr. Altman. You will recall also the fact that two public hearings were given on the matter by the Committee on Law of the Board of Education and that about thirty teachers testified to unfair treatment at the hands of members of the Medical Board. The Committee delayed its report many months. When the report finally appeared it failed to meet the points made in our charges, although the power of directing teachers to report for duty was taken from Dr. Altman and given to the Superintendent of Schools.

It was also evident that the public indignation resulting from the public hearings had served to hold Dr. Altman in check for over one year. In the spring of 1930, however, the Union received the first complaints that Dr. Altman had resumed his former practice of brow-beating teachers. This fall the number of complaints has increased to such an extent that the Executive Board of the Teachers' Union has authorized the issuance of a public demand that the Board of Education take final and effective steps to put a stop to Dr. Altman's offensive and improper conduct.

According to the statements of complaining teachers he has been trying to force them to return to school before they are physically able to do so—a fact which indicates that he has failed to obey the order made by the Board of Education that the Superintendent of Schools only should perform the function of directing teachers on sick leave when to return to school.

The Union would like to inquire whether the Board of Education is powerless to discipline one of its own subordinates. If not, we submit that dismissal is the only course of action left.

The Union also requests that the Board of Education inquire in this connection into the official conduct of Associate Superintendent Charles W. Lyon to whom for some years the supervision of the Medical Board has been assigned. In the thirtieth annual report of the Superintendent of Schools for the year ending July 31, 1928, published in the fall of 1929, there appears a statement by Associate Superintendent Lyon which refers in discrediting terms to the work of the Teachers' Union in the Medical Board Case. This report is filled with incorrect, misleading and prejudiced assertions. The report also makes light of the complaints of teachers who gave testimony concerning unfair treatment at the hands of the Medical Board. Dr. Lyon naively maintains that only one per cent of the cases investigated have "complained" when he must know that at all times the fear of official displeasure is a powerful deterrent against the making of complaints against school officials.

Dr. Lyon makes an amazing contribution to imaginary psychology when he says in his report that "of all those who complain a substantial percentage belong to one of two classes of temperamental abnormality." The members of one class, he says, show a "hypochondriac tendency;" the other apparently manifests a "superiority complex." The Teachers' Union submits that if Associate Superintendent Lyon were less concerned with making out a case for his brother officials on the Medical Board, he might be less prone to blame sick teachers for "temperamental abnormality," and more willing to admit the probability that the chief desire of most convalescing teachers is to resume work at the earliest possible moment, not only for financial reasons but for professional reasons as well.

It appears to the Union that the publication of Dr. Lyon's nonsensical report has had the effect of encouraging the Chief Medical Examiner to continue his objectionable conduct in dealing with teachers. We ask, therefore, that the Superintendent of Schools be

notified that all propaganda which involves the making of an attack on a teachers' organization, or the ridicule of teachers with grievances, is prohibited from being published in official reports of the department.

The Teachers' Union requests that steps be taken immediately to relieve a situation in the Medical Board, and in its official supervision, which has become intolerable.

Very truly yours,
(Signed) HENRY R. LINVILLE,
President.

NEW YORK WILL CELEBRATE

Local 5, New York, will celebrate its Fifteenth Anniversary in March. On Saturday, March 21, the Union and the Auxiliary will unite in giving a comic opera, entitled *Ching Chong and the School Commissioners*, with prima donnas and their male complements from the two organizations. There will be stars of the first magnitude, with numerous satellites as the chorus. Much may be imagined from the title, but nothing will be told in advance of its presentation of the story with its clever setting-forth of education as it is understood and practiced in our great city. We think nothing could be funnier than the real thing, and the effort of the artists will be given sincerely to making their portrayal as nearly real as possible.

We hope that special trains will be run from Washington, Boston and Chicago, and even from Philadelphia, to see the performance.

The second part of the birthday celebration will consist of a luncheon to be given on Saturday, March 28. Professor Harold Laski, of the London School of Economics, has been invited to be the guest speaker, and to deliver an address on the "Teachers Union in a New Social Order."

We in New York are much set up over the publicity we are getting concerning the number of charges against our judges that are worse than any gangster charges that have been made against Chicago. No one has yet charged our schools with being at fault in having missed fire in the teaching of the principle of citizenship to its embryo judges. People may get around to that later. In the meantime we shall try to protect ourselves against indictment.

"If we fail, that failure shall not arise from a want of strict adherence to principle or attention and fidelity to the trust we assume."—*Enquirer.*

SEATTLE

YELLOW DOG RULE DROPPED

As we go to press the Seattle Post Intelligencer brings welcome news.

Organizing for the new year by electing John B. Shorett, president, and Dietrich Schmitz, vice-president, the Seattle school board yesterday ended a long controversy by eliminating Clause No. 6, the so-called "yellow dog" clause, from contracts to be offered teachers.

The clause required teachers signing the contract to agree not to join the American Federation of Teachers, or any subsidiary, during the term for which they were employed.

Inclusion of the clause in teachers' contracts was ordered three years ago, when the so-called teachers' union, affiliated with the American Federation of Labor, began an active campaign to organize instructors.

Labor Joins Fight

Organized Labor joined in a legal battle on the right of the board to include the clause in the contract, but the school board was upheld in both the superior court and the state supreme court.

The terms of the contract also became an issue in school board campaigns during the last two years. Opponents of the board policy gained a preliminary victory in the election of Shorett and Austin E. Griffiths. But last year's elections saw a definite victory for the board policy in the election of Schmitz and Frank S. Bayley.

FUTURE OF THE AMERICAN FEDERATION
OF LABOR

In an editorial on The Future of the American Federation of Labor, the Journal of Electrical Workers and Operators concludes success "means technical management of labor unions. It means the discard of much illusion, hearsay, romanticizing and self-deception. It means continued hard work. It means the stressing of competency. It means elevation of technical knowledge, of education, of research to a new place of respect in labor union affairs. It means that labor unions must require a new and greater ability to read the present and future, and a greater alacrity in meeting problems. It means less bunk, talk, attitudinizing, political wire-pulling, and more hard work, self-training, mutual confidence, and intelligent co-operation."

"Those who deny freedom to others deserve it not for themselves and under a just God cannot long retain it."

—Abraham Lincoln.

APPRECIATION IS SWEET

James P. Egan, editor of the A. F. L. Weekly News Service, has "written up" the Boston Convention in the November number of the Machinists Monthly Journal. The American Federation of Teachers seems to have impressed him as one of the "features" of the convention. He writes thus:

These brainy and courageous men and women Trade Unionists are tackling privilege at its most vulnerable point—control of the human mind.

They reject the theory that second-hand opinions is education. They demand a system that makes men and women think. This system is tersely explained by President Robert M. Hutchins, University of Chicago:

"Education is not to teach men facts, theories or laws. It is not to reform them or amuse them, or to make them technicians in any field. It is to teach them to think straight if possible, but to think always for themselves."

This is the underlying educational principle of the A. F. of T. Every Trade Unionist and sympathizer should be an especial friend of these organized men and women. They are Trade Unionists to the core and fear no one in their intelligent and aggressive presentation of union principles.

We should never overlook an opportunity to say a good word for the A. F. of T. to unorganized teachers if we would have our children taught by those who understand and who are sympathetic with the efforts of workers who would install a better day.

A narrow-minded teacher, or one who is ignorant of life's problems, can work havoc with the human mind at its most impressionable age.

City central bodies and local unions should put their best man on this job of aiding themselves by aiding the A. F. of T.

This is no mean praise and Mr. Egan's personality and position make his praise no insignificant thing.

FROM A PERSONAL LETTER

I am also greatly pleased to note that you are a charter member of Local No. 3 of the American Federation of Teachers. It is certainly unfortunate that all of the teachers of the country can not see the wisdom of affiliating with the American Federation of Labor. I congratulate you on your membership.

The American Federation of Teachers has been the pathfinders in every progressive move for the elevation of the profession of teaching.

Very truly yours,

W.M. OTTE,
Asst. Secretary-Treasurer,
National Federation of Post Office Clerks.

An Adventure in Education

By Anna S. L. Brown

Fortunate is the person who lives to see his big idea become a vital force, a powerful incentive, a pronounced success, with the gratitude of hundreds who have come under the influence of the big idea, in action.

The City of London Vacation Course in Education will celebrate its tenth anniversary in the summer of 1931. In the belief that teachers and others of kindred interests, from all of England and the British Empire, would respond to such an opportunity, open to all who cared to qualify and use its advantages, Sir Robert Evans put his idea at work, and founded the course.

In London, England, within the shadow of London University and the British Museum, amidst the historic glories and beauties of the capital and its environs, with the center of activities of government and business; in the atmosphere of art and literature of the past and present, with all the concentrated interests of the great city, the course is given and the privilege to attend is extended.

Perhaps a rather detailed list of personnel will disclose to best advantage the breadth of the idea. While it is "by educationists," it is not stereotyped. The very scope of its work is in a way indicated by the types of advisors. This Advisory Board is, naturally, the strong foundation of the plan. The Right Hon. Viscount Burnham is president. The principal and director of studies is the Hon. H. A. L. Fisher, Warden of New College, Oxford. The vice-principal is Lord Gorrell, who is president of the Royal Society of Teachers. Mr. Frank Roscoe, M. A., secretary of the Royal Society of Teachers, is Senior Tutor. Both Lord Burnham and Dr. Fisher have been loyal and successful sponsors for much that has been helpful, encouraging, and stimulating to the cause of education in England. Dr. Fisher is perhaps best known as sponsor of the Fisher Bill, and Lord Burnham is crowned with the blessings of English teachers for constructive work in his official capacity in government educational affairs. Sir Robert Evans, the founder, is, of course, a zealous member of the Advisory Council.

To these officers is added the strength of such persons as Mrs. Leah Manning, J. P., who is president of the National Union of Teachers, and A. A. Somerville, Esq., who is chairman of the Independent Schools Association, Inc., and Canon A. W. R. Little, president of the Education Committee for England and Wales, and others of equal prominence.

The range of the course meets the needs of the teachers, and more, for it provides mental and spiritual stimulus through comprehensive lecture courses. To the varied subjects of the teachers' work-a-day world, such additions as courses in Modern English Literature bring recreation and pleasurable change. It is arranged somewhat to meet the specific needs of teachers in English schools, under organization classed as Infant, Junior, and Senior divisions, but it adjusts itself splendidly to varying needs.

The Three R's, Handwork, Games and Dances, Music through Song, Arts and Crafts, the teaching of English, English Speech, and Geography, surely give variety. The prospectus says: "The school deals with today's doubts and tomorrow's difficulties, provides mental and spiritual refreshment, and stimulates to fresh and fruitful endeavor." For instance, when geography is world geography, international, broad, clear, unbiased; when the figures, measurements, "atmospheres," physical, historical and economic, are presented with the human note dominant, the human appeal crowning, it is an enticing adventure even though a vacation school, a glorified normal. Similar breadth of presentation pervades the entire course.

The members of the course are brought into contact each day with some notable, outstanding personality, besides the staff of lecturers. Statesmen, divines, soldiers, artists, actors, writers, commercial princes, and explorers are brought in to speak to the body at after-luncheon periods, with addresses that are unmatched in variety, force, interest, and charm. Literally, many of the world's most famous men and women have thrilled and inspired the group. Not necessarily in lighter vein, nor as things apart, are these

after-luncheon lectures, they are glimpses, intimate ones, into life, diverse and animating, that offer the student-body opportunities rare and refreshing. At the risk of tedium in names and lists one feels impelled to try to indicate just how delightful and wide is the range these speakers covered.

Holborn Restaurant, with its beautiful banquet hall and many spacious rooms, is taken over for the course each season. In it King's Hall is almost palatial and is said to be one of England's best. It is used for the inaugural, and all luncheon and evening meetings. At the opening of 1930 Course the Hon. Margaret Bondfield, M. P., and Minister of Labor under the present government, was the chief speaker. Her spirited address will not be forgotten. Some of its wit and wisdom broke through again and again, throughout the course. Lord Burnham, presiding, and Lord Gorrell and Dr. Fisher, were also speakers on "inaugural night." On one occasion H. R. H. the Prince of Wales, gave the opening address. Among the many who have spoken we wish to record, with special significance: Hon. Ramsey MacDonald, Hon. Stanley Baldwin, Lord Burnham, Lady Astor, Viscount Astor, Hillaire Belloc, Hugh Walpole, Henry Ainley, Lord Eustace Percy, former president of the Board of Education, Hon. Sir Charles Trevelyan, present president of the Board of Education, Lord Birkenhead, former Chancellor of England, Duchess of Atholl, M. P., Dr. Nicholas Murray Butler, Lady Baden-Powell, Mrs. Philip Snowden, J. H. Thomas, M. P., Minister of Employment, Lord Irwin, Viceroy of India, and others.

The student body goes en masse, by special invitation, to services at St. Paul's and at Westminster Abbey. They are also entertained at the famous Guild Hall and at Mansion House by the Lord Mayor of London. Political, religious, educational slants of various lines, added zest to the fast-moving course. Among the after-luncheon speakers were: J. B. Priestley of "Good Companions" fame, Lord Lothian, better known as Philip Kerr, Earl Russell, brother of Bertram Russell, though of quite a contrasting type, and C. Leonard Wooley, the well-known archeologist and writer, who spoke from first hand knowledge of "Dead Towns and Living Men," and "Ur of the Chaldees."

Who could forget the thrill and delight of an hour with Shakespeare through the interpretations of Henry Ainley, England's greatest Shakespearian actor? In sharp contrast, though none the less interesting than Henry Ainley, was the venerable radical, now of the Independent Labor Party and First Commissioner of Works under the present government, the Hon. George Lansbury, who has represented Bow and Poplar since 1922. His appearance as after-luncheon speaker, was a marked day. As was said at the risk of tedium, lists of names would be used. Those mentioned were chosen for contrasts. They do indicate how very democratic the course was. Presenting world questions and a diversity of themes, the speakers were certainly specialists of a high order. Almost as thrilling as the celebrities, was the day when four members of the course from the four corners of the earth were the speakers: a veritable affair of world-fellowship.

Members of Parliament escorted small groups through the Houses of Parliament, with anecdotes, explanations, and cordiality that held. The garden-party, as Dr. Fisher's guests, in the garden of the New College in Oxford, was a glorious experience. The day on the Thames, the visits to Windsor and Eton and other famous spots, were occasions of significance in friendly association.

To attend the Course one signs up in the usual order. For what it offers it is of modest price. These are several classes of students, and it is not confined to teachers. Residence is in two large hotels, with hostesses and carefully worked-out arrangements that make for friendly contact and acquaintance. External members find satisfactory plans also.

It is a strenuous course, running about three weeks; a short intensive term, with lectures coming quickly in the forenoons. There is great leeway in choice and little conflict. The pressure is not too great, for the educational visits, planned with expert conductors for small groups, are delightful variations. Literary London at night, to avoid crowd and traffic, the haunts of Dickens and Johnson and others, the Tower of London, Hampton Court, Tate Gallery, British Museum, large industrial plants, big mercantile houses, the shops, factories, parks and docks, and other points of interest, make one know and appreciate London and its history.

The Course has been so popular that many have attended several sessions. The freshness of viewpoint of the lecturers, the friendliness, the internationalism of it, its side lines and, at the close, its certificate, are worthy objectives. "Get acquainted" parties bring sociability. Farewell evenings are literally the partings of friends. Mr. Roscoe manages those affairs admirably. A dramatic evening at the Royal Academy, theatre parties, and a performance by members of the Children's Theatre, are extras that are appreciated. Theatre parties are arranged for all worthwhile plays.

The offices of the London Vacation Course of Education are at Montague House on Russell Square, London W. C. 1. Mr. Hugh Ewing, M. A., is secretary of the C. L. V. C. E. Dr. A. Compton-Rickett, who lectures on Modern English Literature, is almost incomparable. Dr. A. Lloyd James, of London University, as lecturer on Speaking of English, has a special appeal to over-seas students, but his lectures were generally appreciated. Ernest Young, B. Sc., who gives the course in geography, is world-known, and he has lectured from coast to coast in university circles in the United States. The entire faculty is made up of high class talent.

The opportunity to attend is open to the world. Sir Robert Evans, the founder, has shown that the wider the "home-range" of the student group, the more successful he considers the development of his big idea. In 1930 there were nearly two score from the United States. Pittsburgh, Pennsylvania, has a special scholarship privilege for a few teachers, and a nucleus of Americans are Pittsburgh folk. Some from scattering points in the far west and a few from the middle west comprise the two score. Eighteen countries were represented in 1930. To be so associated with those of kindred interests, from New Zealand, Australia, Germany, Rhodesia, India, Czechoslovakia, Belgium, Denmark, from all parts of the British Empire and the islands of the seas, is a rare opportunity.

The course has passed the experimental stage. It is an unqualified success. It offers an objective, a stopping point, a rest from too strenuous travel, to all who can appreciate its unusual advantages. Each year finds more availing themselves of them. There are summer schools and summer schools, each with its special promise.

This Course has lured many to repeat its consecutive sessions, or to go more than once. This attempt at appraising it is only a small voice, but *it is an attempt* at setting forth its advantages, with a full realization that it is a splendid adventure in the educational field, and one very worthy of further consideration.

RUSSIAN TOUR

Because of the interest which has been expressed in the visit of Professor Henry R. Seager, of Columbia University, and his party to Russia last summer, plans are being made to organize a similar group to go to Russia during the summer of 1931. This party will meet in Berlin on July 6, 1931, and spend five weeks in Russia, visiting the industrial centers, financial institutions, schools, courts, workers' clubs, co-operative farms, museums and places of historical interest.

Anyone who is interested in joining this party should communicate with Roy H. Mackay, Columbia University, New York City.

COLLEGES AND CULTURE

Assuredly it is not the function of the college to train technicians or experts, or even to steer its students in that direction. Its proper business is to raise the general level of culture in the community by preparing a soil in which ideas may find a favoring growth. Not until this task has been performed will the great work of teaching be held in honor, or executive autocracy be curbed, or the professor be allowed freely to speak his mind. We should like to see 1930-31 a banner year for culture in every American college.—*The Nation*.

ADULT EDUCATION

In a recent editorial on Adult Education the Chicago Evening Post quotes President L. P. Jacks of Manchester (England) College as saying that:

Success in adult education involves such a long journey, that this generation can only approach the starting point. In the course of attaining it, he says, there will be difficult reactions affecting our industrial and social structure. Higher levels of enjoyment, for example, automatically would eliminate inferior goods and low forms of entertainment. Dr. Jacks recommended as the starting point of this cultural journey greater attention to physical culture, in close conjunction with the art of music. This attention to physical perfection, he believes, would tend to create a passion for excellence in other fields.

Six Little Schools at Bryn Mawr

By Eleanor G. Coit, Local 5

Educational Secretary, Affiliated Summer Schools for Women Workers in Industry

On the opening day of the Bryn Mawr Summer School in June, 1930, one hundred and one women workers assembled from all parts of the United States. These workers were separated by varying industrial experiences, nationality backgrounds, racial prejudices, by differing political affiliations and school experience. By the third day of the two month session this group of students were meeting in six school units—each group working together as such a "little school" within the one big school.

The set up of these six little schools for effective summer work meant a knowledge of the experience of these 101 women workers. They came from a large number of industries, especially from the men's and women's clothing, the millinery, and the textile industries. There was a hosiery topper, a tree-er in the boot and shoe trade; there were cigar and cigarette packers and automobile assemblers. Seven students were engaged in domestic and personal service. One was an adding machine operator in a cotton mill; another an interpreter and special worker with a union; and one, a student from Germany, a factory inspector.

Both union and non-union workers were enrolled in about equal proportions. The age of the students ranged from 19 to 35 (with one or two older women). The largest age group fell in the 25-29 year classification. Fifty-seven students had been born abroad, while of the forty-four born in this country, twenty-seven came of foreign parentage. These workers brought to the school old world backgrounds of Russia, Poland, Austria, England, Scotland, Italy and other countries. Some spoke English haltingly; a still larger number found the written expression of English difficult.

Their school experience was varied. Seventeen students, including three visiting students from Germany and England had attended foreign schools only. Some of the others attended grade or southern rural schools in this country; others the high schools in our metropolitan communities. This meant formal education anywhere from the second grade to graduation from High School. All these factors as well as those of educational

experience, union activity in strike and other forms of union work, and club leadership under the local industrial department of the Y. W. C. A., entered into the picture in grouping the students.

Of great importance here was some measure of the abilities of the students for their effective grouping in class units and constructive work. For a period of four years an experiment has been conducted at the Bryn Mawr Summer School in the use of psychological tests. The results of this experiment are not yet ready for publication. Their importance to the school, however, has come through their use in suggesting the groupings into which the students are divided. Students working at more or less the same rate thus are able to develop together. The other factors mentioned also have been taken into consideration along with the results of the tests, with every attempt to follow the special interests of each student. An effort was thus made, to group the students not only according to their abilities, but also according to their industrial background. This year the units met tentatively for preliminary discussions to discover the ideas and interests of each student and to gain some conception of whether the groups as planned would work well together. Necessary shifts were made in the personnel of these groups, both on the recommendation of the faculty and of the students. The six little schools were then ready for intensive work.

Various interests motivated the work of these groups—these plans developed on the basis of winter activities of students in various communities, dominant interests expressed in the application blanks of the students, and the summer school work of the previous summer.

The group with the most limited ability and language handicap carried on its study of Economics through a consideration of specific problems such as wages, hours, and insecurity. Careful work in English was important in this group and the students also carried work in Science. The next group studied Economic History. An effort was made throughout the work in this unit to emphasize the changing world both through

the study of Economics and through the work in English and in Science. A third unit attempted to correlate closely their study of Economics and Science, tracing through their discussions the development of the process of evolution in the physical and economic worlds. One unit was especially concerned with the study of labor and government. The English teacher in this group conducted her study through the discussion of literature describing different parts of this country in an effort to give a picture of the American scene as a background for the study of economic life. Another group carried on a study of the problems of Trade Union organization and developed an interesting scrapbook about the American labor movement. The work of the English section was in a survey of literature, thus giving an historical background for the discussion of the modern labor movement. The sixth unit discussed international economic problems with the work in English also forming a background picture of different sections of the world.

Spontaneous dramatic work was conducted in close relation to the study in the classroom and the use of the movie was an important part of the curriculum. Speakers representing varying political and economic points of view spoke to the school. Forums and discussions emphasized the importance of informal means of teaching, and were valuable in unifying the school and in increasing general school activities.

It is important that work of this type grow out of the mind and experience of the students, and form a basis for activities carried over into community living. The Summer School keeps a flexible attitude about ways of learning, that its method may not form a crust of habit. The School is interested not so much in factual information as in attitudes of mind, in curiosity about life, and in searches for new understanding of the world in which the worker lives. Many means are used to keep the learning process informal. All groups are small, from fifteen to twenty. The method used is that of discussion, beginning with the experience of the worker student, interpreting this experience in the light of history, economic organization, trade unionism, geography, or politics, as the situation under consideration demands, and working coincidentally in the field of literature, science, or psychology in an effort to understand a changing world.

In 1930 the discussion of the problems at hand worked out in different ways. The unit giving its special consideration throughout the session to trade union problems may be used as an illustration of method. The most concentrated study was conducted in the class room. Study of the trade unions important in the trades represented by the girls and of their outstanding problems proved a valuable basis for discussion. The work carried on by the Economics teacher Dr. Gladys Palmer was well supported by a survey of literature giving a background of struggle and a knowledge of history. But supplementary to this class room work, in which visiting representatives of various unions actively participated, this group visited trade unions' headquarters and trade union shops. They invited speakers to school forums on questions of importance to students of this subject; they held a forum for the whole school on the question of a labor party. The Union representation in the school was sufficiently varied so that campus conversation on many phases of union problems served as a valuable testing ground for ideas developed in the class room.

Specific problems at hand formed a valuable basis for discussion. Industrial girls living in Philadelphia from time to time attended their own labor meetings and took friends with them. One girl had to work two nights at her trade during the Summer School session to hold her priority in the union shop. The Women's Trade Union League of Philadelphia cooperating with the Central Labor Council and the United Textile Workers held a conference on the campus of the Summer School to discuss the southern organizing campaign of the American Federation of Labor. Mr. Tom Tippett brought the trade union work in the South close to the girls when he read his play "Mill Shadows" in which he tells of the struggle of the Marion textile workers.

A group of trade union students preparing for a dramatic presentation by the whole school of their trade experience, decided that the student body needed to clarify its thoughts on the historical and tactical differences of various types of unions. They found they needed further information, and after that a clarification of their own thinking before they could properly present their ideas. This proved an important road to new learning.

Impressions which the students had of visiting speakers, informal discussions, dramatic sketches, labor meetings and from library study were brought back to the class room for further analysis in the light of the experience of the teacher and fellow students.

Many methods of work cannot be discussed here, but they were all important in the work of the school. The other units although their work is not discussed here in detail carried on active study developing from their interests and growing out of their special problems: wages, hours, the worker and government, international economic questions and a changing world. The library of Bryn Mawr College has been from the first available to the School, in addition to the library of the Summer School in which is being collected constantly material most usable for worker students, especially that in connection with the consideration of current labor and industrial questions. An effort was made this year to use participant observers in certain of the units. These observers were asked to keep a record of the discussions in those units as a basis for increased effectiveness in teaching. The work of the student-faculty council in meeting the day to day problems of the campus has been invaluable in the process of learning how to meet the problems of a group trying to live and work together.

Miss Edith Christensen, former secretary of the Philadelphia Women's Trade Union League, and of long experience in the labor movement, assisted in the unit studying trade union problems, and worked with the entire student body in answering questions about trade unions in their own communities. Many of the non-trade union members were thereby introduced to a knowledge of the unions in their own trades and of trade union resources in their own towns.

Both faculty and assistants to the faculty assumed the responsibility of assisting the students to learn not only resources in printed material but also in organizations. One forum of the school dealt with the relative value of such organizations as the Consumers' League, the Women in Industry Division of the League of Women Voters, the Industrial Department of the Y. W. C. A., the Pioneer Youth, the Young Pioneers, and the League for Industrial Democ-

racy, as groups through which industrial workers may effectively function in dealing with industrial problems. These groups were considered as supplementary, of course, to their own trade union groups when these are organized or possible of organization.

Resources within the student herself have been considered no less important, and the development of her ability to live creatively. One of the projects of this year was that of creative dramatic groups. Many interests are developed through dramatic presentation. One evening the nationality and racial groups presented in song and dance pictorial representations of their various cultural backgrounds. The unit studying international economic problems pictured with the assistance of the whole school the set-up of the International Labor Organization of the League of Nations. On several occasions, all interested persons were invited to come together for informal dramatic work. After some informal singing, or other group activity, Miss Smith, the Director of the School, invited individuals or groups desirous of sharing some common experience to act out their idea. Two or three would soon go off to another part of the room to plan, and before long all would be participating in the activity of the British Labor Party, in stumping for their candidate. This was worked out by Mr. Mark Starr, a member of the faculty from England and two British students all of them members of the British Labor Party. Another student wanted to act out in pantomime the futile search for a job by an unemployed worker, another group presented the hearing before the impartial chairman of the workers and employers in the men's clothing industry.

Through music as through dramatics there is much opportunity not only for the free expression of the personality and experience of each student, but also for the expression of the best culture of many nationalities represented at the school. The development of a group spirit in the student body and the growth of a sense of loyalty to the cause of labor are important in connection with the music program.

A health program has been carried on at Bryn Mawr in the last two years which has attempted to teach each student relaxation in body and the coordination of muscles, to make her better

equipped to meet life. The individual physical needs of each student are studied, and at least the beginning of remedial measures undertaken with every effort made to follow up in each city after the girl returns home. Campus activities include also many play times—picnics, baseball, swimming, tennis—much that means a renewing of body and mind.

The Summer School has developed its program on the basis of the needs of women workers. The curriculum provides opportunity for the individual growth and development of these workers, but places its emphasis on the group responsibility of workers and their effective group action in meeting their industrial problems.

The Summer School staff are often asked such questions as: "What is the value of the Summer School?" "Do the students continue their study?" "What happens after they return home?" We continually ask these questions of ourselves. The Summer School work of eight weeks has inestimable value to each student in her new understanding of herself and of the world in which she lives. Its greatest value, however, comes through this experience forming a part of a wider educational experience. Bryn Mawr Summer School is one of the four Summer Schools for Women Workers in Industry all interested in the group activity of industrial women and especially in the labor movement. Miss Herstein in her article in the January number of *THE AMERICAN TEACHER* has spoken of the origin and purpose of these schools: The Bryn Mawr School, the Barnard Summer School, Wisconsin Summer School and the Southern Summer School. The four schools work together, three of them through affiliation with the Affiliated Summer Schools Committee, in preparing students and working with them as they return to their communities. The students come in large part from preparatory classes conducted either by the local Summer School Committee or by various organizations with which the Summer School cooperates. Some of these organizations are: The Women's Trade Union League, a local labor college wherever these exist, and the Industrial Department of the Y. W. C. A.

The winter work of the Summer School is conducted through local committees all over the United States. These committees are responsible

for recruiting new students, raising money, working with the students on an educational program and interpreting to the community the significance of the Summer School work as a workers' educational project.

The Bryn Mawr students are actively at work in various ways in their communities to which they have returned. One 1930 student from an important clothing center in the middle west returned home to develop new class plans which would be participated in largely by fellow members of her union. A hosiery worker from a New England city "was all ready to help" with the organization of the girls in her plant. Her union is now 98% organized and she is secretary-treasurer of her union. She is anxious to interest the members in discussion of certain vexing wage problems. A former student is manager of a cooperative bakery. A neckwear maker has returned to her city to carry on a discussion of union problems with unorganized girls in the hope of interesting them in trade union activity. One girl acts as a union organizer; another has brought together other women workers in her city under the League of Women Voters—to work for bills of importance to workers; others are carrying on study in their industrial clubs and organizing classes; several students are working with Pioneer Youth. In many ways these students are trying to translate into everyday living the new understanding of their responsibilities as workers which the Summer School experience has brought to them.

THE AMERICAN TEACHER has recently carried two articles on the Summer Schools; the first by Mr. Schwarztrauber of the Wisconsin Summer School, the second by Miss Herstein on the Southern Summer School. The interest of the Teachers' Union in this work is accentuated through the presence on the faculties of these schools of many members of the American Federation of Teachers. This interest is deepened through the experimental methods of teaching used at the schools. Those who are concerned in workers' education are interested in developing the program of their schools through an interpretation of the experience of the industrial workers who attend. Through an analysis of their interests in the industrial world we find a basis for learning which means a better under-

standing or life and of their place in society. Problems of unemployment, of insecurity, of wages, all the grim realities which face workers, mean constant questioning of our economic organization and a need for knowledge in which to build new interpretations. This includes not only study on the part of students of ways to meet the perplexities of everyday living, and to test out means of overcoming certain problems through union activity, through legislative measures, and so on, but also it involves consideration of new organization of our social forces. In a world torn by economic difficulties, seriously exemplified in the present problems of unemployment, education should form the basis for building a new world. The Bryn Mawr Summer School as the other summer schools for women workers in industry holds this ideal.

The experience of the Summer Schools is further interesting to teachers as such schools may serve as experimental centers for methods of teaching which may be valuable in the development of social controls. Through this experience also, certain valuable data on the experience of workers is being assembled of use to all teachers interested in the labor movement and in social problems.

Several studies have been conducted and others are in process of preparation. These include a history of the work of Bryn Mawr Summer School, studies by various schools of the follow-up work of students in local communities, experimentation with the use of tests in grouping students and in studying their progress in work in the schools. The job histories of the students attending the four Summer Schools have been kept for three years and give valuable data on the work experiences of these students. The schools are particularly interested also in developing the use of case stories about the lives of the students as a means of throwing light on teaching methods and of interpreting the experience of women workers. Through all these means, and especially through the work of their former students, the Summer Schools strive to carry on effective work in the field of workers' education.

Sit down before fact as a little child; be prepared to give up every preconceived notion—or you shall learn nothing.—*Huxley*.

FIGHT FOR ACADEMIC FREEDOM, PROF. ROSS WARNS TEACHERS

Teachers must organize to preserve their independence, Los Angeles educators were told at a meeting of the Classroom Teachers' Federation addressed by Prof. Edward A. Ross, head of the sociology department, University of Wisconsin, on "Academic Freedom."

"If you want to be something more than cringing worms, then you will have to fight to retain your tenure (civil service) rights; and to fight you will have to organize, and to organize you will have to agitate," Prof. Ross said.

He advised the teachers to bind themselves together and make themselves a force that the private interests could not molest.

"The enemies of the public are organized to the hilt, secretly, of course. The power trust has 30,000 paid persons working for it for the purpose of influencing public opinion and putting propaganda in the schools, and they admit it. The big interests are trying to intimidate the teachers to abstain from all political activities, unless, of course, they work for the political parties that big business is for.

"They want to terrorize the teachers away from anything unorthodox. They wish not only to take away the teachers' reasonable rights as citizens, but they want to assure the teaching of an orthodox history, economics and political science, and nothing else, in the schools.

"They aim to bring it about that any teacher who doesn't fall in with their program may be quietly dropped—always under the pretense of incompetency or immorality—never, of course, giving him a show."

—*The Open Forum, Los Angeles.*

FEDERAL SURVEYS IN EDUCATION

The Commissioner of Education, in his annual report to the Secretary of the Interior, gives an account of two nation-wide surveys now under way in the Office of Education, namely, that of secondary education and the professional preparation of teachers. For the latter survey Congress appropriated \$50,000 for the current year and authorized the Commissioner of Education to pursue the study through three years at a cost not to exceed \$200,000. Dr. E. S. Evenden, of Teachers College, Columbia University, is in charge of the foregoing survey.

A World Speech Possible and Practical

By Henry W. Hetzel, Local 192, Philadelphia

Educators, no less than other enlightened people who feel themselves privileged to lead in progressive movements, find the need of meeting periodically with their fellow professionals in other countries in order to discuss and make definite their ideals and methods. Characteristic of the age which manifests an urge for world-co-operation, the international conference has come to stay. However, there has always been, even in the best arranged of such gatherings, considerable difficulty due to the differences in language. The Tower of Babel is still with us. And with the increasing number and intensity of international contacts, with the airship, radio, the talking picture and now television,—to say nothing of future marvels of communication of which these but give us a hint,—the language barriers are seen to be of increasing seriousness.

It is proper to consider the international conference specifically as the acid test of language adequacy, for here we have the need of speech in its most particularized and exacting form. The fellow who boasts of his ability to travel abroad "on English alone" (or any other national tongue, for that matter) and thereby considers the language question as settled, has a very childish view of the necessities of this modern, co-operation-minded world. The crude needs of locomotion and nutrition may very well be supplied by the use of one's own mother-tongue (although many travelers will hardly believe it) or the smattering of foreign language so toilfully learned at school, but to take an active part in a world congress,—that is another matter! Often we have seen in such gatherings the very flower of European scholarship unable to talk to us (or to one another) except through interpreters. Utterly refuting the oft-asserted "every educated foreigner knows English," these intellectual lights stubbornly insist upon speaking each in his own mother-tongue. It is significant that not once in modern history has a conference truly international been held in which one national language alone has been used. The exceptions are, of course, in diplomacy, but here it has been French and not English that has been the speech used.

As an example of how even the best of these congresses fails to meet the difficulty, let us take the case of the World Federation of Education Associations and its big Conference in Geneva last year. Those of us who were present distinctly remember that, in an atmosphere of high ideals and lofty purpose, the participants divided themselves into mutually uncomprehending groups, that time was lost (and temper perhaps) in more or less imperfect translations, to say nothing of the injection of conflicting psychologies inseparable from national languages. It seems almost incredible that modern civilization has nothing better to offer than this linguistic chaos. One may well ask, can progressive educators devise nothing better for a world bent on efficiency? Will it not be admitted that the absence of a common tongue for all international uses is a reproach to our profession?

It is not the purpose of this article to exploit any proposed solution of the difficulty; let us admit that the last word has not been said upon the subject. Still, it may hearten those who do think about the matter to know what has already been accomplished. The ordinary person, even the intelligent one, while conceding the desirability of an international speech, usually dismisses the thought as a fantastic, impractical notion,—a dream "too good to be true," or else he falls back upon approval of "one of the existing national tongues" (meaning his own, of course) to meet the difficulty.

Merely to point out a field for inquiry where exploration may amply repay those seeking a solution of the international language problem, the writer wishes to instance the Twenty Second Congress of Esperantists held in Oxford, England, the past August, which is typical of all of the several which he has attended. Imagine a group of twelve hundred people from thirty-six different countries using a synthetic tongue in every possible way in which any national language can be used, from scientific lectures and discussion to sight-seeing excursions; from a complete church service to the comedy "Charley's Aunt" and a talking moving picture; from business discussions to ordinary conversation. With

the exception of speeches of greeting from about a half-dozen non-Esperantist organizations, during the whole of the eight days not a word was heard in any national tongue and, of course, no interpreters were needed. At least a dozen governments sent official delegates and several Chambers of Commerce and other trade bodies were represented. Many participants came in their several distinctive national costumes, thus imparting a colorful cosmopolitanism to the whole affair.

It has long ago been shown that it is possible for any group of "language sharps" to invent a code for their own amusement, to jabber at one another for the glory of themselves and their hobby. The rest of the world, however, need not consider such a "stunt" as especially significant in world progress. But it is significant when men of affairs, scientists, business men, religious workers and educators from all parts of the world, each group in its own departmental meetings, get together to discuss their common interests and methods of cooperation, all in a common tongue which by its neutrality eliminates the injustice of favoring some nations at the expense of others. And all this is exactly what has come to pass! During the week meetings of this kind were held of policemen, pharmacists, stenographers, post office employees, Catholics, Rotarians, Freemasons, Pan-Europe advocates, the Pacifist League, bankers, scientists, radio "fans," feminists, workers for the blind and Friends of Dumb Animals. The writer attended some of these meetings. In the speeches and discussion, fairly bristling with technical terms, there was no lack of vigor or spontaneity; the all-sufficient Esperanto was handled with a naturalness that is paralleled only where all use the same mother tongue. It is not necessary to point out to those who have attended world conferences of the usual kind that the one here described stands out in refreshing contrast.

The pronunciation about which our readers may be inclined to question is quite uniform,—at least no outsider has ever disputed the claim of the Esperantist that it is impossible to tell the nationality of a speaker by his pronunciation alone. Laughable mistakes in guessing at one another's fatherland are commonplace in such gatherings. This is all the more remarkable when

it is remembered that some of these delegates in Oxford came from such far-apart places as Japan and Brazil, Australia and Iceland, and that some hundreds of those present have learned the common tongue solely from text-books, without as much as a phonograph record to give the pronunciation.

One hardly needs an argument to realize that the language of world-democracy must necessarily be a neutral one, and therefore, that no national tongue, however vastly used, can serve this lofty purpose. Those who see in a congress such as the one just described merely a demonstration of language efficiency have not caught its true significance. In an atmosphere where there are no "favored nations," where the accidental differences of birthplace sink into nothingness and are all but forgotten, you have the necessary condition for the cultivation of harmonious relations between the peoples of the world, a promise of tremendous importance to the future of civilization. Whatever may be the final outcome of the cumulating efforts toward realizing the dream of the ages, a linguistic bond for humanity, and whatever one may think of the merits of Dr. Zamenhof's creation judged solely from a linguistic standpoint, it must be admitted that Esperanto has shown that such a priceless boon is indeed realizable. At the least estimate, it is an adventure in practical idealism that should command the sympathetic attention of progressive educators.

The educational Department of the League of Nations Association, Inc., reports that during the past school year, approximately 5,300 students from thirty-five states have participated in forty-four model assemblies, representing two hundred and forty colleges and schools of all grades. In addition, some one thousand members of clubs and special groups have taken part in the model assemblies which have been arranged in connection with their regular group programs.

The first International Camp for Girls will open during the summer of 1931 on Lake George, Adirondack Mountains, New York. Foreign students coming to American colleges are invited to attend the camp, where a study of American life and institutions will be made.

MILITARIZATION OF YOUTH GETS FURTHER SETBACK ABROAD

The abolition of cadet training and use of military titles has been approved by the General Council of the United Church of Canada. The United Church is the largest Protestant Church in the Dominion. This we learn from *Labor*, October 7, 1930.

This action in Canada is in harmony with the complete withdrawal of support from the cadets of Great Britain which took place earlier in the year. The Parliamentary debate on this subject in the House of Lords on April 11, 1930, is instructive. The Government's decision was explained by Earl de la Warr:

The case of the War Office is perfectly clear. We have to make up our minds and your Lordships have to make up your minds, whether this is military training or not. If the answer is that it is military training, we say that it is undesirable at that age (a large majority of the boys are between 13 and 16). If you say that it is not military training, then we contend that this is not proper military expenditure. The Boy Scouts, with a very much larger membership than the cadet forces, do not receive any recognition or grant from the War Office. From that date (October 31, 1930) the grant will be withdrawn, recognition will be withdrawn, arms will have to be given up, and no new uniform will be served out or allowed. They will be permitted to wear out existing uniforms, but without military badges or any other military marks.

There was one point raised by the most reverend Primate which I did not quite clearly answer, and that was his point as to what we meant by moral and educational reasons. Let me make it quite clear that when moral and educational reasons were referred to, it was simply the feeling of objection to instilling military ideas into them.

—*Bulletin, National Council for Prevention of War.*

MORE REGARDING COMPULSORY MILITARY TRAINING

The suspension of compulsory military training by the Government of New Zealand announced in our September *Bulletin* becomes more interesting as we learn the explanation officially given for that action. The first reason for the proposed change in defense policy, said the Minister of Defense during the debate on the bill, was the urgent necessity of economy. The second was the strong feeling in favor of worldwide

peace and the opposition to compulsory military service that had grown up in the last few years in most civilized countries. It had not been abolished altogether, he explained, because the question of defense was so important and the differences of opinion respecting it so great that it had been thought wiser merely to suspend compulsory service for a year rather than to abolish it altogether. The matter was one in which haste should be made slowly. In conclusion the Minister said:

I maintain that no sensible plan under existing conditions can justify an annual expenditure of upwards of \$1,000,000 plus on what we term defense, but what is really a system for the training of a force to be ready for active service overseas at short notice. Taking all these facts into consideration, the government felt that it would not be doing its duty if it continued, in face of decreased income, increased unemployment and the marked change in public sentiment, to maintain in its entirety our present system of compulsory military training.

—*Bulletin, National Council for Prevention of War.*

A manifesto has been issued by nine peace organizations denouncing military training and conscription. Among the signers are Jane Addams, John Dewey, Albert Einstein, H. G. Wells, Romain Rolland and Stefan Zweig. "Military training is training of mind and body in the technique of killing. It is education for war. It is the perpetuation of the war mentality. It prevents the development of the will to peace."

Abolition of the elective military science course at New York City College was favored by a 5 to 2 vote of the student council.

DONALD GRANT

Donald Grant hates war and likes folks. He hates war because he likes folks. He hates war so much that with some 4,600 other Englishmen he went to jail rather than fight; and now, out of those 4,600 who went to jail with him for conscience sake, England has sent 25 to Parliament.—*The World Tomorrow.*

War was necessary to civilization, and it ended by destroying civilization. To this contradiction is due all the tragic grandeur of the ancient world.—*Guglielmo Ferreo, Militarism*, p. 134.

The fatherland of the wise and the good is the whole world.

BOOKS

*"There is no frigate like a book
To bear us lands away."*

—Emily Dickinson.

PELLE THE CONQUEROR. By *Martin Anderson*
Nexo. Peter Smith. New York. \$3.50.

When *Pelle the Conqueror* first made its appearance in Denmark a quarter of a century ago, critics hailed it as the labor novel of the century. Yet the English translation was a failure financially because of the price—\$2 for each of four volumes. The four were condensed to two, at \$5, but this edition is also out of print. Now comes a one-volume edition at \$3.50 and one of the greatest novels of the world is back on the shelves of the bookstores.

Each of the four parts is almost a complete story in itself. First we have the open-air life of the boy on his native island of Bornholm; then his apprenticeship to a shoemaker in a small town; next his struggles in Copenhagen against employers and authorities; culminating in his being framed and sent to prison for six years; and the final victory in laying the foundation of a garden city for his fellow workers. He is a trade unionist and social pioneer. In his garden city the workers are at last at peace with the machines. His is a utopia come true.

YOUR JOB AND YOUR PAY. By *Katherine H. Pollock and Tom Tippett*. Vanguard Press,

New York. Cloth, \$2.00; Paper, 50 cents.

This textbook for elementary economics classes has been previously issued in mimeograph form by Brookwood College under the title MODERN INDUSTRY—A CHALLENGE TO WORKERS.

It discusses how industry treats its workers, with special attention to wages, unemployment, hours of work, and industrial accidents; shows how the evils of the present industrial system arose; and analyzes the improvements which may be wrought by government action, welfare capitalism, trade unions, and the remodeling of our industrial system.

The authors have made a special effort to simplify vocabulary and treatment in order to make the book easily understood by workers,

and its success in workers' education classes at Brookwood, Marion, N. C., the Columbia Conserve Company at Indianapolis, and in industrial groups of the Young Women's Christian Association seems to indicate that they have accomplished their purpose.

ANCIENT LIFE IN THE AMERICAN SOUTHWEST.

By *Edgar L. Hewett*. Bobbs-Merrill, Indianapolis. \$5.00.

To Dr. Hewett it is astounding that most histories of the United States begin with European explorations, in the face of the achievements of the First Americans. As answer to the complaint that America has no ancient history, hence no traditions to build on, he spreads before us the "noble heritage" left us by the "ancients" of the Indian race. For Indians are neither savages nor primitives: theirs is a civilization developed through thousands of years. A civilization very different from ours, to be sure, but with much to teach us, if we will but listen.

Who, then, is this author who, after forty years in the archaeological field, is issuing his first book—though by no means his first document? Few who have visited Santa Fe need ask. Dr. Hewett, Director of the State Museum and of the Archaeological Institute's School of American Research at Santa Fe, also occupies the chair of anthropology in the University of New Mexico, and ranks as dean of southwest archaeology. He was one of the first to excavate now-famous ruins in Yucatan and Guatemala. Excavations in Europe, Asia and Africa have added to his prestige. No one has done more to secure protection for ancient sites through making them National Parks or National Monuments.

All this shows him to be one who speaks with authority. Yet he writes with an ease and an enthusiasm that wins the reader. A map, fine illustrations in abundance, and an excellent index, make the book equally valuable for the general reader and the classroom.

Part One deals with the general history of the American Race, its time and evolution factors, and its culture type. Part Two reveals the "Wisdom of the Past," as expressed in mythology and tradition and in religious ceremonial. In esthetics the Indian has won a foremost place through his

pottery, basketry, and painting, and his "drama-dances."

Half the book is devoted to "The Realm of the Pick and the Spade." It is a detailed account of what the "archaeologist's quest" has revealed on mesa and desert.

LYDIA G. TROWBRIDGE.

ON THE RHYTHM OF THE RED MAN. By *Julia M. Buttress*. Introduction, Art Section and Illustrations by *Ernest Thompson Seton*. A. S. Barnes and Company, New York. \$5.00.

This delightful book should stand beside "Ancient Life in the American Southwest." Mr. Seton, too, sees a rich heritage in the Indian dancing and decorative arts. After speaking of the instinctive expression of joy in dancing, and reviewing the history of dancing and its many dismal failures to express emotion spontaneously, because so hedged about by our conventions, he asserts very positively that the American Indian is the leader we need. "His dancing is clean, beautiful, dramatic, interpretive, rhythmic exercise; it is possible for all . . . exhibiting more than any other dancing the perfection of physique, it is helping us to regain the noblest ideals of outdoor life that did so much for ancient Greece."

Then Miss Buttress teaches the fundamental steps. Forty-four dances and ten ceremonies follow, so plainly described that any child can follow the instructions; so beautifully interpreted that they induce reverence. Musical scores add their charm.

And since this is manifestly a book for scouts, old and young, though the word is not used, it includes, not only the shaping but the decoration of the tent, the war bonnet, moccasins, garments, masks, canoes, paddles, peace-pipes Indians used. It is not hard to imagine the joy teachers and children will get out of these activities.

LYDIA G. TROWBRIDGE.

THE PROGRAM FOR ELEMENTARY SCHOOL LIBRARY SERVICE. *Lucile F. Fargo*. 224 pp. \$2.25. The American Library Association, Chicago.

With the discarding of the traditional textbook method of teaching, and the attendant need for adequate school libraries, the appearance of *The Program for Elementary School Library Service*,

by Lucile F. Fargo, is particularly timely. Miss Fargo, who viewed the whole school library field in her earlier work, *The Library in the School*, here concentrates upon administrative problems.

To link library service more closely to the grade school curriculum is Miss Fargo's aim in this new volume. In classifying already existing libraries, she develops an outline which identifies the traditional, reading laboratory, and unlimited service types in elementary schools.

By the case method she then analyzes four typical situations and formulates programs to meet the needs and resources of each: Case A, an isolated village of 2,500 inhabitants; Case B, a city of 150,000 inhabitants; Case C, a rural county with a few consolidated schools and a number of isolated districts; and Case D, a prosperous city of 300,000 inhabitants. The cases vary as much in the attitude of the population as they do in size, locality, and available funds.

To summarize the typical problems arising in these various localities, Miss Fargo draws up a chart which makes possible the analysis of any local situation, and suggests plans of procedure in setting up a library program. This chart, as well as Miss Fargo's discussion throughout the volume, is remarkable for its flexibility.

The author, who was recently appointed by United States Commissioner of Education Cooper on a committee to make a national survey of secondary education, is now directing the training of school librarians at the George Peabody College for Teachers.

CHANGING CIVILIZATION IN THE MODERN WORLD: By *Harold Rugg*. Ginn and Co., N. Y. 633 p. \$1.96.

Harold Rugg and his colleagues of Teachers' College in the textbook *Changing Civilization in the Modern World* have made a notable contribution to building up that world outlook which will enable people to live safely in the interlocked world of the 20th century. There is a wealth of maps and pictorial material to make an effective introduction to the life of other lands. As the title implies, this is no erroneously static view of things. There is no nonsense about the unchanging East or Nordic superiority. The facts given show that the place of the United States in the world is not on top but in the circle

with the other groups from which she differs only because of geographic, economic and historical factors herein made clear.

In startling contrast to the average textbook, this one explains why economic rivalries caused the World War although, in explaining the entry of the United States, it is the submarine attacks on American vessels and not the loans made to the Allies which receive emphasis. Czarist oppression receives attention as the cause of the Russian Revolution and while the tremendous handicap of foreign intervention to support Kolchak, Wrangel and their ilk is ignored, the book is a model of fairness to many we have been unfortunate enough to study. The book is unwittingly propagandist for cooperation between the peoples because the facts point that way. We should feel much more satisfied about the progress of the human race if this book becomes widely used inside and outside the schools of the United States and other lands.

MARK STARR.

STRIKE: By *Mary Heaton Vorse*. Horace Liveright, New York. \$2.50.

Reporters and speakers have tried to tell what happened last year in Gastonia and Marion, N. C., when men and women pickets were beaten, bayoneted, and shot, a police chief killed, and union leaders kidnapped and flogged. But how it happened remained mysterious: the series of events was too incredible. Mary Heaton Vorse, who spent several months in the midst of the turmoil, has caught the flavor of it all in *Strike*, the first labor novel of the new south. If you still wonder what and how and why, read her book. In it you will live among the people, and see for yourself.

Of course Strike does not attempt to be faithful in all details to the personages and events of last year's tragedies. It is remarkably faithful to essentials, as the reviewer felt them in North Carolina. With a minimum of description—rather through a thousand little glimpses of human nature—the momentous scene is illumined. You feel the impatient surprise of the comfortable people that the mill workers who "had so much done for them" should want to organize. You feel the high lift of hope among the workers, suddenly stirred to try for a change.

They know what was done for them. They know that whatever it was, their lives remained a weary drudgery of eleven or twelve hours work for a precarious existence. The least sickness—another child—loss of job—upset the balance, and made them actually hungry. Mamie Lewis—the Ella May of the book—sings it with touching simplicity. Union, to them, meant a better life. Union meant salvation. You see in Strike their dogged loyalty, their fears, and their amazing courage. You see also the bitterness that cleaved the community like a knife. The union idea, one journalist has said, made Gastonia "not a place, but a state of mind." In Marion the attitude was similar, despite the difference between the United Textile Workers and the National Textile Workers Union. Events and people from both places figure in Strike.

The book teems with moments of high drama and heart-breaking intensity. The terrible weight of hope and hate that hangs on Fer Deane, the organizer, fills one with foreboding. Hope—from the workers, who believe him a hero who can do anything for them, while he feels only too human; hate—from the comfortable people, who think him a devil. Fer can never rest—until he is shot.

But Strike is not all tragic. Love is there, and the little things also—petty personal jealousies and triumphs that make it live. The indescribable humor of the southern mountain people walks through the book in many varied characters.

This book imparts like nothing I have read the strength of the desire for union among southern workers. The force which, in talks with these workers, strikes one like a living truth, is here. In many years to come it will seethe through the south. The reviewer found it in every town she visited. It will bring many more struggles, one feels. Danville is boiling now. There, apparently, the community is with the union. But the bitter determination of the employer to have no "interference" is there. And the lovable southerners, with their humor and heroism. Any one who wants to understand one of the most stirring chapters of labor history should read Strike.

—JESSIE LLOYD, *Federated Press*.

NEW VENTURE IN THE FIELD OF MENTAL HYGIENE EDUCATION

The Massachusetts Society for Mental Hygiene announces that through the generosity of the Godfrey M. Hyams Trust it will begin the publication early in January of a quarterly to be called "Understanding the Child." This new magazine will be distributed free to every teacher in the public schools of Massachusetts. Its purpose is to bring to them a knowledge of the principles and practices of mental hygiene. As Dr. Burnham has stated so well, "In the business of understanding the child, mental hygiene is vastly helpful to parents and teachers. One reason for this is the fact that education is concerned especially with the primary results of teaching—knowledge, certain forms of skill, the development of interests in certain subjects. Mental hygiene is concerned with certain secondary results—habits of attention, of study, and work, certain health interests, healthful associations, and wholesome mental attitudes. The very fact that hygiene is primarily concerned with the latter and not with the educational interests and attitudes, enables the hygienist to see many things significant for the health of children that both parents and teachers are apt to overlook."

The editorial direction of this new magazine has been placed in an Editorial Board consisting of J. Mace Andress, Editor, and Dr. E. Stanley Abbot and Dr. Henry B. Elkind, Associate Editors. There will be a Consulting Editorial Board of fifteen members, composed of experts in the fields of mental hygiene and education, such as William H. Burnham, C. Macfie Campbell, Augusta F. Bronner, Payson Smith, Lawrence A. Averill and others. This Board, together with the Editors, will insure a high standard not only from the point of view of presentation but from that of scientific accuracy.

A small annual subscription fee to the magazine will be charged for those who are not public school teachers in Massachusetts.

UNION TEXTBOOKS PREFERRED

San Antonio, Tex.—(FP)—Sec. William B. Arnold of the Texas Allied Printing Trades Council reports that the Texas school textbook commission has awarded contracts to 30 union printing firms and to only four non-union shops.

PROGRESSIVE EDUCATION ASSOCIATION TO MEET

The Progressive Education Association will hold its eleventh annual convention in Detroit, February 26-28, 1931, following the meeting of the Department of Superintendence, National Education Association, in that city. The Progressive Education Association and the New Education Fellowship of Europe have affiliated for the purpose of making available the resources of both organizations in spreading knowledge of educational advancement.

W. F. E. A.

The Fifth Congress or Fourth Biennial Meeting of the World Federation of Education Associations will be held at Denver, Colorado, U. S. A., July 27 to August 1, 1931. Educational organizations in all countries are invited to send delegates and educators generally to attend.

Miss Selma M. Borchardt is the representative of the American Federation of Teachers on the W. F. E. A. Board of Directors.

PENSION PLAN AT THE UNIVERSITY OF MICHIGAN

The faculty of the University of Michigan is considering a retirement annuity plan proposed by the regents of the institution.

The plan would begin this year. Faculty members would pay 5 per cent of their salaries, the amount to be doubled by the university, to purchase annuities payable after 25 years of service as a professor or after 30 years as an instructor and professor.

Pensions would equal one-half of the average salary for the last five years of service, plus \$400, the total not to exceed \$4,000.

WE'D LIKE TO GO BACK!

Fifty-nine college students recently sailed to spend their junior year in France under a plan inaugurated by the University of Delaware. A similar arrangement is under discussion in connection with Germany, according to Dr. Stephen P. Duggan, director of the Institute of International Education, who hopes ultimately to arrange for similar groups to study in Spain, Italy, Austria, and other countries.

Local News

VOORHIS SCHOOL FOR BOYS, LOCAL 210

In schools such as the Voorhis School for Boys at San Dimas, California, where local No. 210 is located, news of the local is mostly news of the school as all the members are associated in the life of this little community.

Consequently, teachers' meetings or social gatherings are hard to distinguish from meetings of the local, and meetings of the local are like as not to be teachers' meetings or social gatherings.

The Voorhis School is really a community created to make an ideal environment for some sixty orphans or boys from broken homes. It is their home, and they look upon it as their home, to which they may always return and be welcomed.

The boys live in groups of twelve in separate cottages, under a housemother. Each family has boys of various ages, the youngest being about nine years old, and the oldest being seniors in high school.

Only the Junior High School grades (seventh, eighth and ninth) are taught at the community, however. Grammar School and High School boys go by bus to the neighboring town of San Dimas. A few high school graduates are also attending college, and return to the community for week ends.

The Voorhis School accepts only the boys who are in great need of care. Originally it was intended that a certain number of pay pupils would be accepted, but so many youngsters of a high type, who seemed to be completely "up against it" were found that need is now the first consideration for admittance. It should be added that there are no places open at the present time.

The center of the community is the "Chapel of the Beloved Disciple." And, very appropriately, a painting of St. John, by El Greco, is hung there. The spirit and purpose of the school might be compared with Christian socialism.

Naturally, most of the boys come from working class homes—since others are cared for in other ways—and will probably go out into the industrial world. For this reason the school is interested in the problems of working people, and lays a strong emphasis on these problems in social science courses. Manual work is also met at first hand on the school farm, in the shops,

kitchen and print shop and in caring for the buildings and grounds.

The school tries also to develop potential artists and writers and creative thinkers, or at least young men who will appreciate the beautiful and true. In classroom and in the community in general every encouragement is given to creative work. Considerable freedom is allowed to those who show signs of creative ability.

The community is always happy because it is always busy. Frequent excursions to factories, lectures, dramatic productions and what not, are made. There is always something to do.

LAWSON P. COOPER,
National Correspondent.

COMMONWEALTH, LOCAL 194

Commonwealth College, the only independent, self-owning and self-governing resident labor school in the United States, will begin the Winter Quarter of its eighth year on December 29th with a wide offering of courses for workers who wish to enter the farmer, labor and cooperative movements.

Commonwealth, which was established in 1923, is one of the very few workers' education projects that has been and is surviving this extended period of depression and bad times. It began operations in 1923 with 34 cents. Today it owns its own educational community made up of simply built student dormitories, teachers' cottages, library, commons, commissary and other community buildings, situated on a 320 acre farm in a beautiful valley in the heart of the Ouachita Mountains, the southernmost range of the Ozarks.

Commonwealth, endorsed by labor, is an educational community of, for, and by workers. Students and teachers work 20 hours a week at community tasks for board, lodging and laundry service. No teacher receives a salary. Each student aside from his work for maintenance, pays \$40 a quarter for tuition. The school community aims to be entirely self-supporting and thus achieve complete freedom for expression of thought and teaching.

The courses offered the Winter Quarter include Effective Writing; English for Foreign-Born Workers; Labor Journalism; American History; World History (from the Dark Ages to the Industrial Revolution); Valid Reasoning

and Argumentation; Elementary Economics; Advanced Economics; Labor Problems; Sociology; Law; Mathematics; and Modern Languages. Preparatory courses are offered as an introduction to the college work.

Only adult workers are admitted to Commonwealth. Entrance is by written application to the Executive Secretary. The Winter Quarter promises to be one of the most interesting in the history of this unique cooperative educational community for workers.

BUFFALO, LOCAL 39

The Buffalo Industrial Teachers' Association, Local No. 39, held a regular meeting Tuesday evening, Dec. 16, 1930, in the Girls Continuation School.

Officers for the next term were re-elected, namely, Norman Kleason, president; Lee S. Cooke, vice-president; Arthur Solomon, recording secretary; Herman Eschner, treasurer.

Wm. Regan, president of the Federation of Educational Associations of Buffalo, explained to us how the Charity Fund, to which the school Teachers have contributed about 16 thousand dollars, was to be distributed to needy children.

The association voted a contribution to the *children* of the unemployed textile workers of the south.

Thomas Carveth, who was a delegate to Binghamton, N. Y., on the tenure question, explained how the new resolution on tenure for N. Y. state teachers was lost. If it had passed it would have ended by the teachers having no tenure.

LYMAN B. FISHER,
National Correspondent.

CHICAGO PLAYGROUND TEACHERS, LOCAL 209

The Board of Education Playground Teachers' Union has held a number of meetings, business and social, in the Club Rooms of the Teachers Unions.

After the business session of the November meeting Mr. Skibbe showed pictures taken on a recent trip to Yellowstone Park. The social committee added to the joy of the occasion by serving delightful refreshments.

A series of Bridge and Bunco parties has been started. The first one was held November 25th

and the second on December 9th. Although held after work hours, nine thirty, the good attendance showed that the idea was popular.

CYRIL JOHNSON
Publicity Secretary.

HANOVER, LOCAL 214

At the annual meeting of the Hanover Township Teachers Union on November 24. Archie Davis, principal of Askam school, was elected president. Mr. Davis has been active in the affairs of the Union since its formation more than a year ago, and previous to his election to the presidency served as secretary. He succeeds James V. O'Donnell.

Other officers elected were: Michael Caffrey, vice-president; Miss Agnes McElwee, secretary; Stanley Rovinski, treasurer; grievance committee, James V. O'Donnell, Ralph DeHaven, Frank Finnegan, Thomas R. Kane and Adolph Boguszewski.

Superintendent Wells has announced that Fulton County teachers will probably be placed on a twelve months' salary basis next year.

OVER A MILLION IN VOCATIONAL SCHOOLS

More than a million persons, young and old, were enrolled in vocational schools in 1930, according to the annual report of the Federal Board for Vocational Education. 170,000 were learning to farm better, 250,000 to make better homes, and 625,000 to do some specific job better in trade and industry. This enrollment, the report states, was largely in schools which received aid under the terms of the national vocational education act and all of it in vocational courses organized and conducted under a joint Federal and State plan of vocational education.

Under the national vocational education act, which is administered by the Federal Board for Vocational Education, three types of schools have been set up in each of the States: The day school for the boys and girls who have chosen an occupation and desire training in it; part-time school for persons who are employed and can devote part of the day to instruction and training; and evening schools for workers who desire to devote time outside their employment hours to improving themselves in the occupation in which they are engaged. Instruction in these schools reaches into every kind of employment requiring a measure of technical or mechanical skill.

News of Our Members

Dr. Henry R. Linville, the President of the New York Teachers Union, has been invited to speak at the meeting of the College Teachers of Education at Detroit on February 24 on the subject of "Social Control of Public Education in a Great City."

On January 7th Yale Local 205 held a luncheon, in honor of Secretary-Treasurer Hanson at which a number of Yale professors who are not members of the local were present.

Mrs. Hanson spoke on the mutual value of the university professor to the A. F. T. and the A. F. T. to the university professor. She stressed the aim of the organization to build a profession for teachers of all grades from university to rural school, maintaining that until conditions were right for all they could be safe for none.

Miss Bernice Rogers, president of Local 195, has been appointed by the Mayor as chairman of the Women's Committee on Unemployment to represent Cambridge on the state emergency committee.

A. J. Muste, chairman of the Brookwood faculty and vice president of the American Federation of Teachers, is making a six weeks trip to the Pacific coast, starting January 2. He expects to visit Chicago, Butte, Mont., Seattle, Portland, Los Angeles, Denver, and other points, speaking on workers' education and progressive labor issues.

Mark Starr, former divisional secretary of the British National Council of Labor Colleges, expects to return to the United States in February to teach economic geography at Brookwood and to lecture at the Rand School in New York City and to groups in Detroit and Cleveland on the British labor movement. Mr. Starr has been on the staff at Brookwood and the Bryn Mawr Summer School for Women Workers for the last two years. He is the author of "A Worker Looks at History," "A Worker Looks at Economics," and "Lies and Hate in Education."

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The Training of Teachers for Progressive Schools

PARTIAL CONTENTS

- "What a Teacher's Preparation Should Be for Work in a Progressive School." Dr. F. G. Bonser, Teachers' College, New York City.
"The Teacher's Personality and Attitude Toward Her Work." Caroline B. Zachry, Director, Mental Hygiene Institute, Montclair, N. J.
"The Meaning of Freedom in Education." Stuart A. Courtis, University of Michigan, Ann Arbor, Mich.
"Teacher Training for Progressive Schools." Lucy Sprague Mitchell, Bureau of Educational Experiments, New York City.
"Mental Hygiene for the Teacher." Dr. Joseph K. Hart, Contributing Editor, "The Survey," New York City.
"Teacher Training at Yale University." Dr. F. E. Spalding, Yale University, New Haven, Conn.
"The Teacher as an All-round Person." Millicent J. Taylor, Educational Department, "The Christian Science Monitor."
"Remaking the Teacher." Dr. George D. Stoddard, State University of Iowa, Iowa City, Iowa.
"Nerves and Tension." Dr. Edmund Jacobson, University of Chicago, Chicago, Ill.
"The Promise of Progressive Education to the Teacher." Bess B. Lane, Tower Hill School, Wilmington, Del.
"Implications for Teachers from Social Behavior Studies." Dr. Lois Hayden Meek, Child Development Institute, New York City.
"The Teacher Problem in Progressive Schools." Margaret Pollitzer, The Walden School, New York City.
"The Teacher and the Progressive School." Dr. Eugene R. Smith, The Beaver Country Day School, Chestnut Hill, Mass.

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